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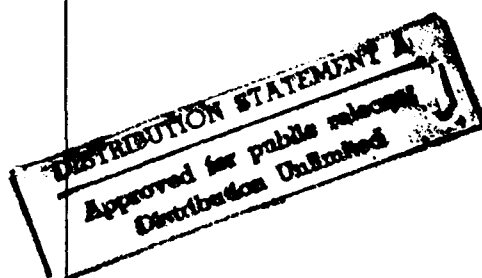
TRAINING & EDUCATION

INFORMATION MANAGEMENT
BUSINESS PROCESS IMPROVEMENT PROJECT

AD-A280 944



UNITED STATES MARINE CORPS
COMBAT DEVELOPMENT COMMAND



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TRAINING & EDUCATION
DIVISION

16 May 1994

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TRAINING & EDUCATION
"AS-IS" ACTIVITY MODELS

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ACTIVITY MODELS

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TRAINING AND EDUCATION

"AS-IS" ACTIVITY MODELS

1.1 INTRODUCTION

The "AS-IS" activity models represent current business processes associated with the Marine Corps activity *Develop/Modify/Conduct Training & Education*. The viewpoint used to develop these models is that of the Training and Education Program Manager. T&E Program Managers include personnel responsible for training in the Supporting Establishment and the Fleet Marine Force. Although training managers operate within different kinds of units and organizations and sometimes use separate automated information systems, they all perform similar activities.

The models have been developed from a "total force" aspect in that Reserve component activities are integrated within the model. This is consistent with current practice. Training and education activities for the Reserve component are basically the same as for the Active Duty component.

1.2 RELATIONSHIP TO THE COMBAT DEVELOPMENT PROCESS (CDP)

The Combat Development Process is evolving. It is a process which formulates battlefield requirements and produces combat ready MAGTF's based on fundamental concepts supported by interdependent systems for development of doctrine, training/education, organization, equipment and facilities/support. The process is employed by the Marine Corps to identify, obtain and support necessary combat capabilities. Moving from the abstract to the concrete, the CDP transforms ideas into programs. Combat development integrates planning, programming, budgeting, execution, and life cycle management. The CDP is composed of three functional, interdependent systems. The Concept Based Requirements System (CBRS) begins with the development of operational, functional and tactical concepts and leads to the identification of required combat capabilities. The Solution Development System (SDS) assesses and meets the requirements. The Capability Support System (CSS) reviews, maintains, and updates the capability throughout its life cycle. A fourth system, the Capability Review System (CRS), is a proposed automated data system that is intended to automate the Combat Development Process. The Requirements Catalog will be contained within the CRS and will track programs approved for development. When fielded, it will provide continuous feedback and interaction between developers of new systems, doctrine and training, and operators in the field.

The Combat Development Process is described in Figure 1-1.

COMBAT DEVELOPMENT PROCESS	
<ul style="list-style-type: none"> • CMC PLANNING GUIDANCE • DEVELOP THE CONCEPT • ESTABLISH/ASSESS CAPABILITIES • DETERMINE THE REQUIREMENT 	CONCEPT BASED REQUIREMENTS SYSTEM (CBRS)
<ul style="list-style-type: none"> • MEET THE REQUIREMENT <ul style="list-style-type: none"> • Doctrine • Equipment • Training & Education • Organization • Facilities/Support 	SOLUTION DEVELOPMENT SYSTEM (SDS)
<ul style="list-style-type: none"> • SUPPORT THE CAPABILITY <ul style="list-style-type: none"> • Update • Review • Maintain 	CAPABILITY SUPPORT SYSTEM

Figure 1-1: THE COMBAT DEVELOPMENT PROCESS

Figure 1-2 is a notional, "For Exposition Only" (FEO), diagram of the three major components of the Combat Development Process.

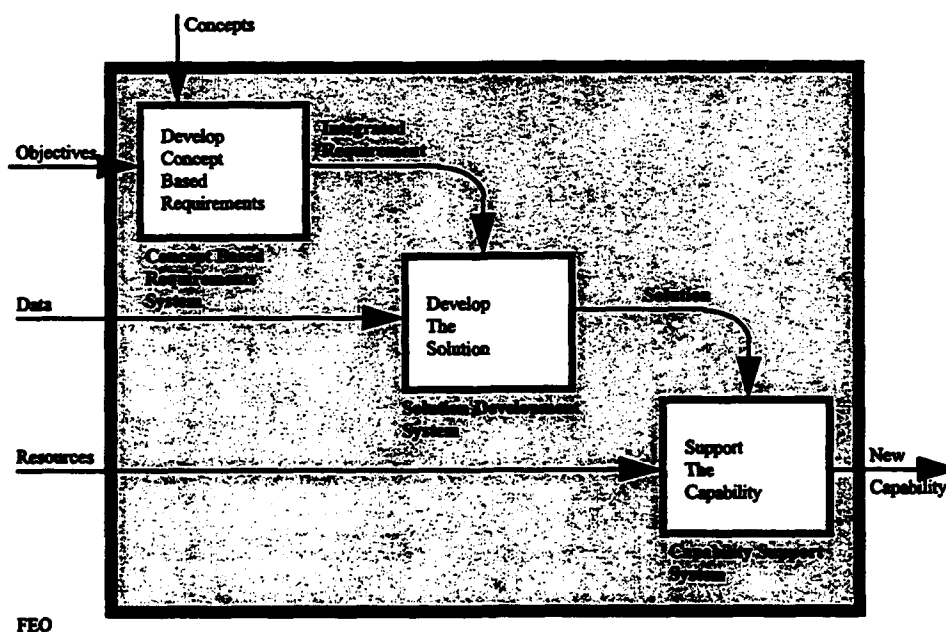


Figure 1-2: THE COMBAT DEVELOPMENT PROCESS (Notional)

The major functions of the *Develop/Modify/Conduct Training and Education* activity model are shown in Figure 1-3. *Develop/Modify/Conduct Training and Education* activities are controlled by requirements that are outputs (products) of the set of CDP activities that comprise the *Develop Concept Based Requirements* function.

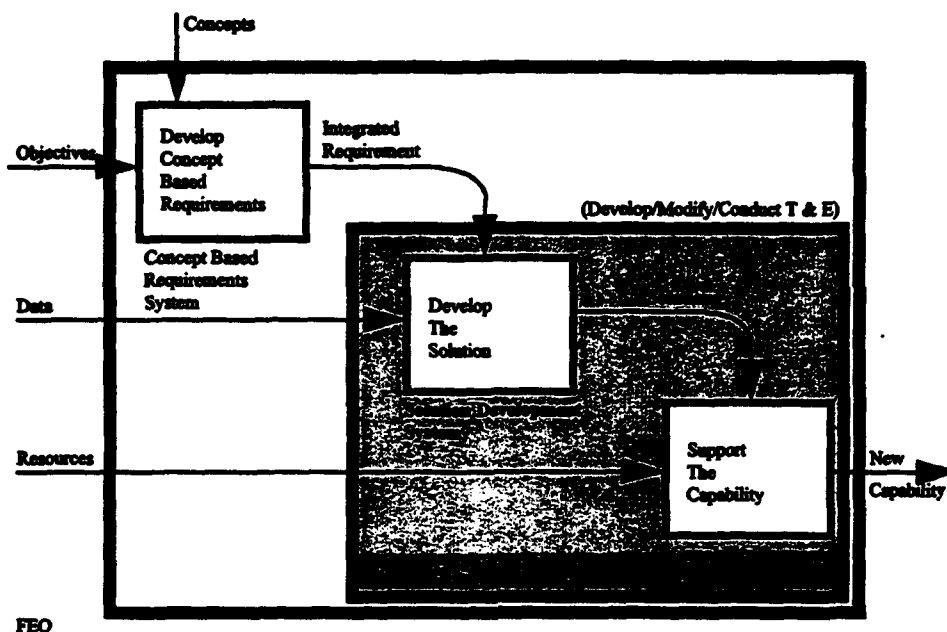


Figure 1-3: *DEVELOP/MODIFY/CONDUCT T&E*

During the *Solution Development* stage of the CDP, concepts and requirements are turned into tangible warfighting capabilities. Each deficiency noted through mission area analysis, FMF input and other means is assessed from the perspective of doctrine, organization, training and education, equipment, and support and facilities. In each case, a needs statement will be developed and a recommended solution resulting from studies or analysis and a requirements document will be devised.

USMC Training and Education process is guided by the Systems Approach to Training (SAT). SAT principles are published in MCO 1553.1, *"The Systems Approach to Training"*. SAT is a generic term that encompasses the entire range of activities of analyses, design, development, implementation, and evaluation of training and education programs across the spectrum of training categories. The SAT activities of *Analyze, Design, and Develop* are Training and Education solution development activities within the CDP *Solution Development* process.

Figure 1-4 shows the major components of the activities that comprise the *Solution Development* process.

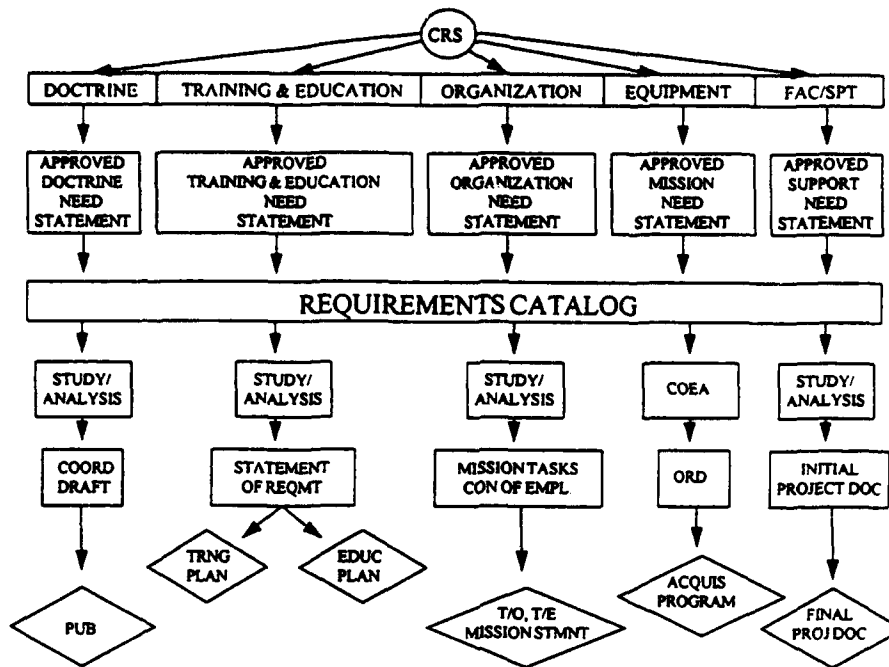


Figure 1-4: SOLUTION DEVELOPMENT

Figure 1-5 shows the correlation of the components of the CDP *Solution Development* process to the SAT activities of *Analyze/Design/Develop T&E*. The *Analyze/Design/Develop T&E* "node" of the T&E Activity Model (A2 shown on page 24) is decomposed into activities that support needs approval, analysis and training plan development.

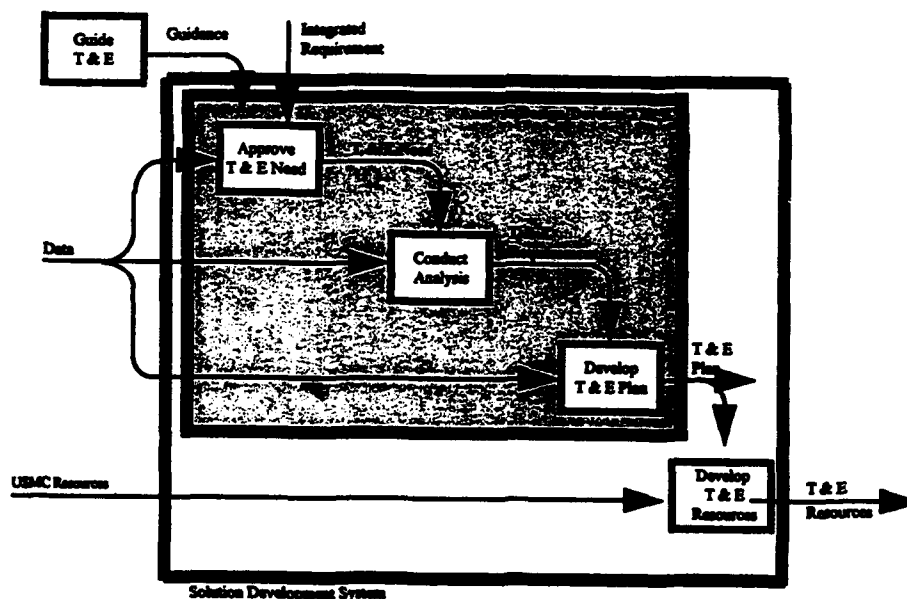


Figure 1-5: DEVELOP/MODIFY T&E

The *Capability Support* function provides and maintains the resources needed for FMF and Supporting Establishment operations. It includes the Life Cycle Management Process and the evolving Training and Education Assessment Process. During this step in the CDP, systems are monitored to ensure that they remain relevant and that combat capabilities remain fully integrated. At a minimum, all requirements will be assessed every 2 years through either mission area analysis or the Marine Corps Master Plan.

Figure 1-6 shows the correlation of the CDP function *Capability Support* to the T&E processes of *Implement and Evaluate T&E*.

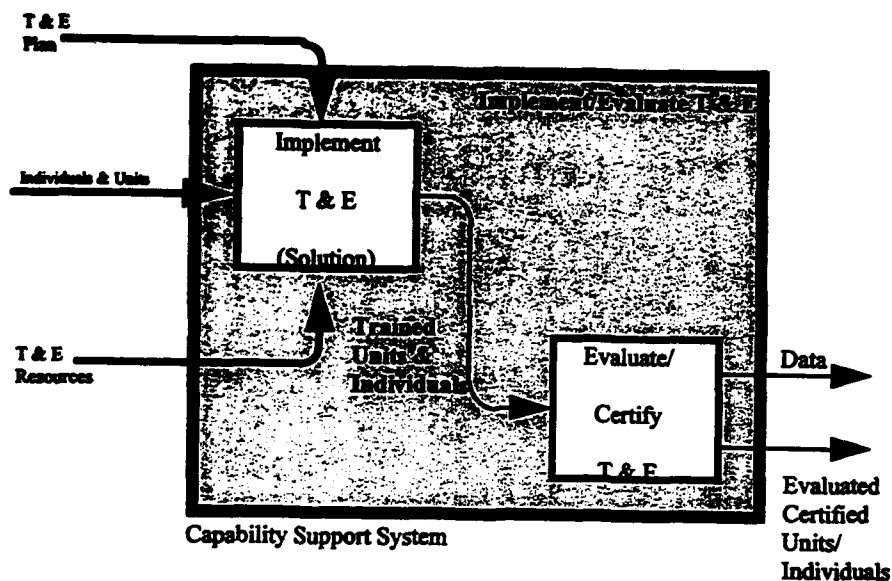


Figure 1-6: CONDUCT T&E

The USMC Corporate Information Management (CIM) Functional Process Improvement (FPI) program has developed an activity model of the CDP from the viewpoint of the overall CDP Coordinator. The model includes all activities required to produce combat ready MAGTFs. Figure 1-7 is node A22 "Develop/Modify Resources" from the USMC CDP Activity Model version 1.1 dated 10 March 1994.

- **A2: Analyze, Design, Develop T&E** — processes involved with analyzing needs, developing task requirements and standards, designing instruction, and developing instructional material and plans;
- **A3: Develop T&E Resources** — processes associated with planning, programming, and budgeting training and education resources;
- **A4: Implement T&E** — processes which include direct administrative support, the conduct of institutional training and education, and conduct of training in units;
- **A5: Evaluate/Certify T&E** — processes which involve the validation of the SAT, evaluation of T&E management, evaluation of the conduct of training, evaluation and certification of individuals and units, and the analysis and interpretation of evaluation results for feedback to modify training and education.

1.4 IMPROVEMENT OPPORTUNITIES

Items that appear in *italics* in the activity discussions on pages 14 through 89 discuss observations made by the study team during the conduct of the study or describe situations where there was widely varying degrees of compliance with existing directives. These activities are potential areas for improvement.

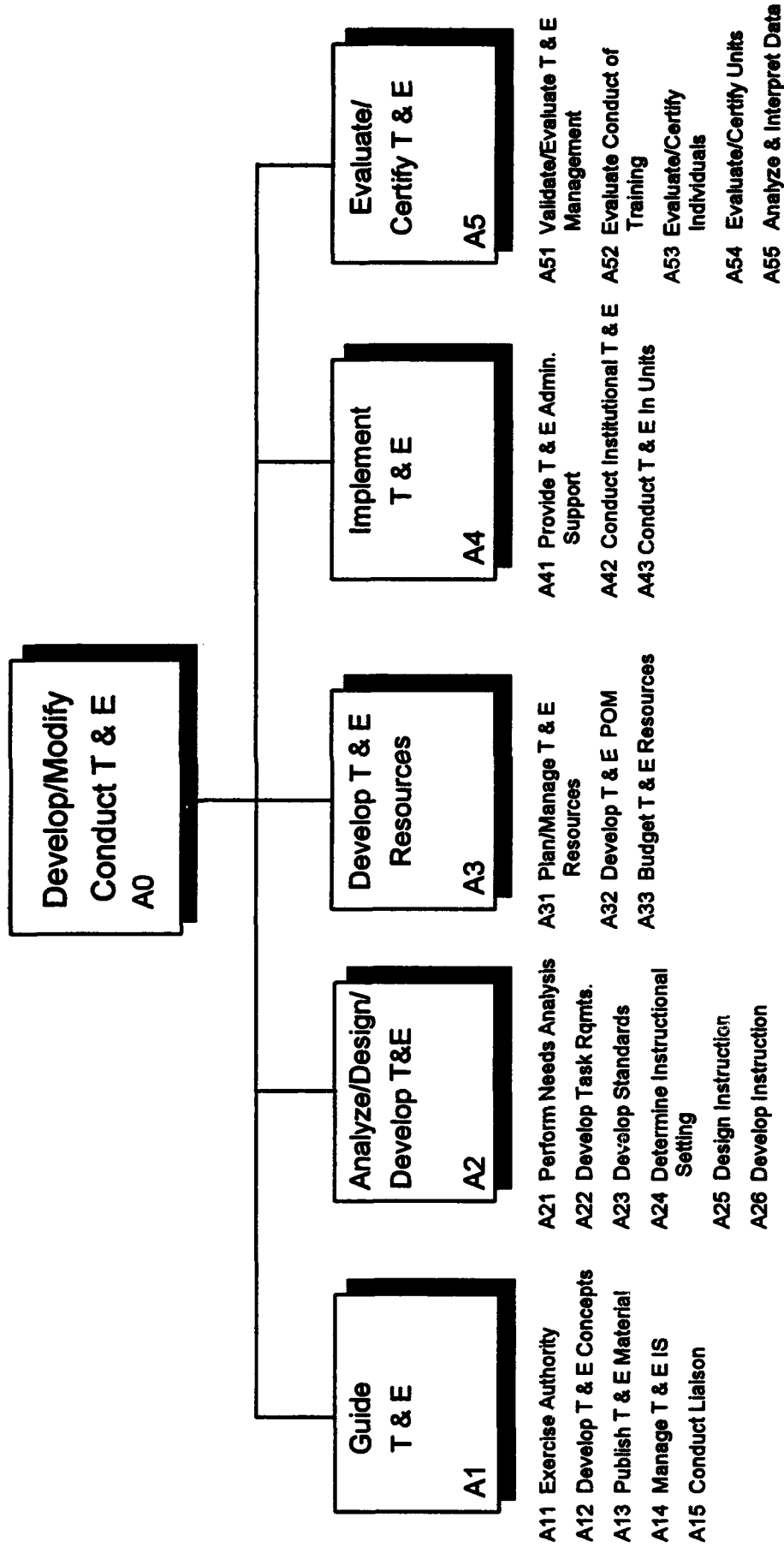


Figure 1-8

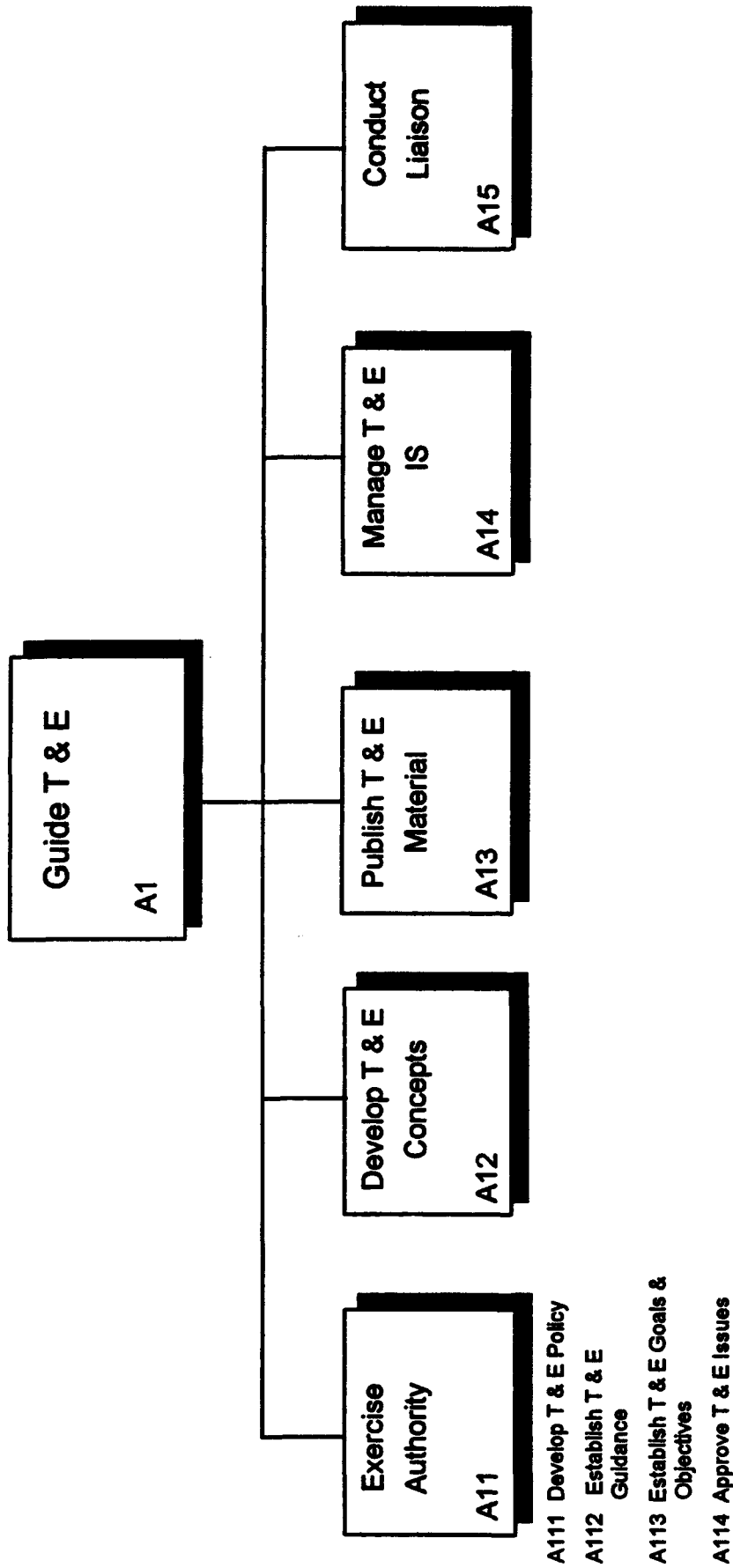
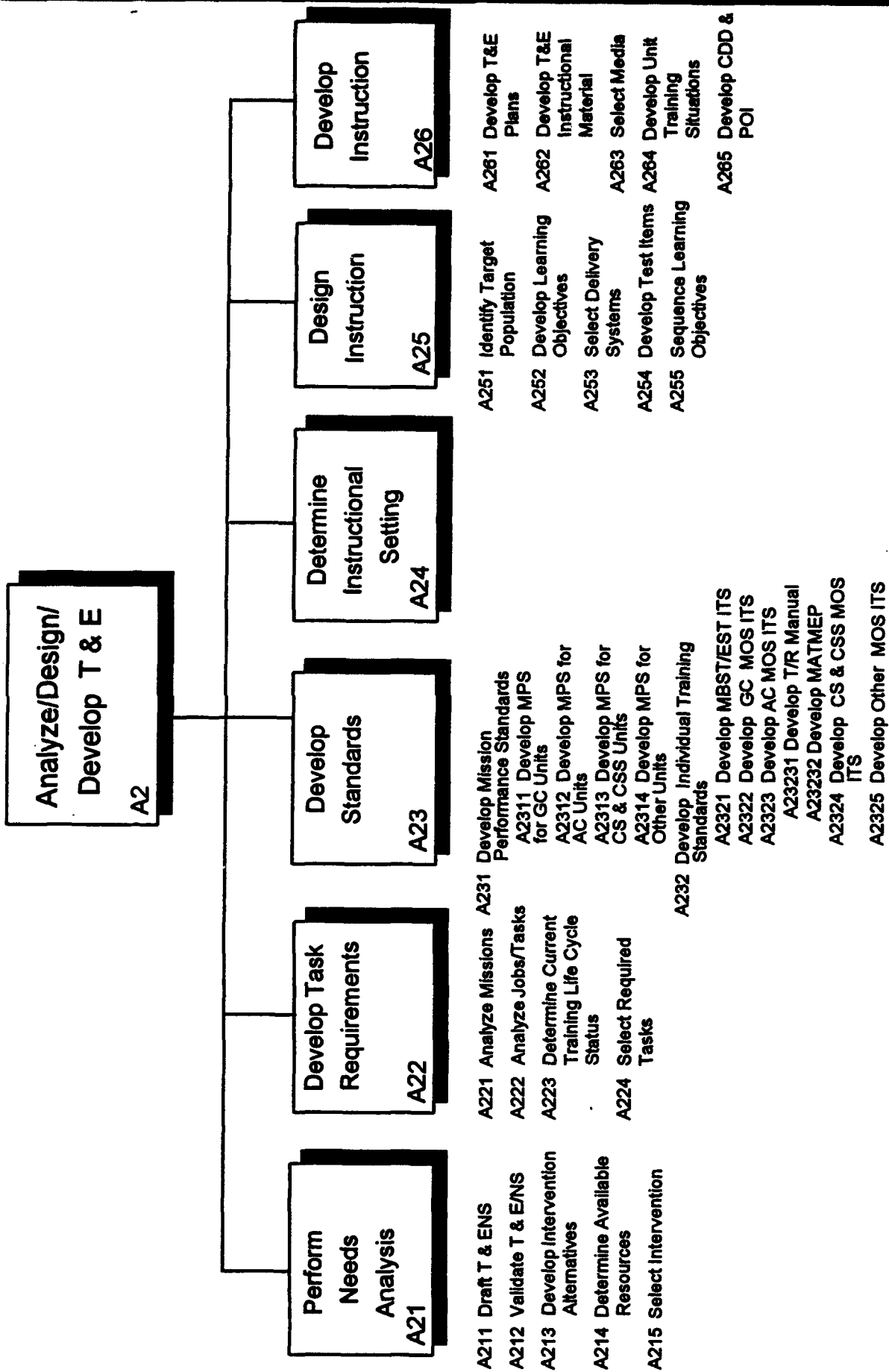


Figure 1-9



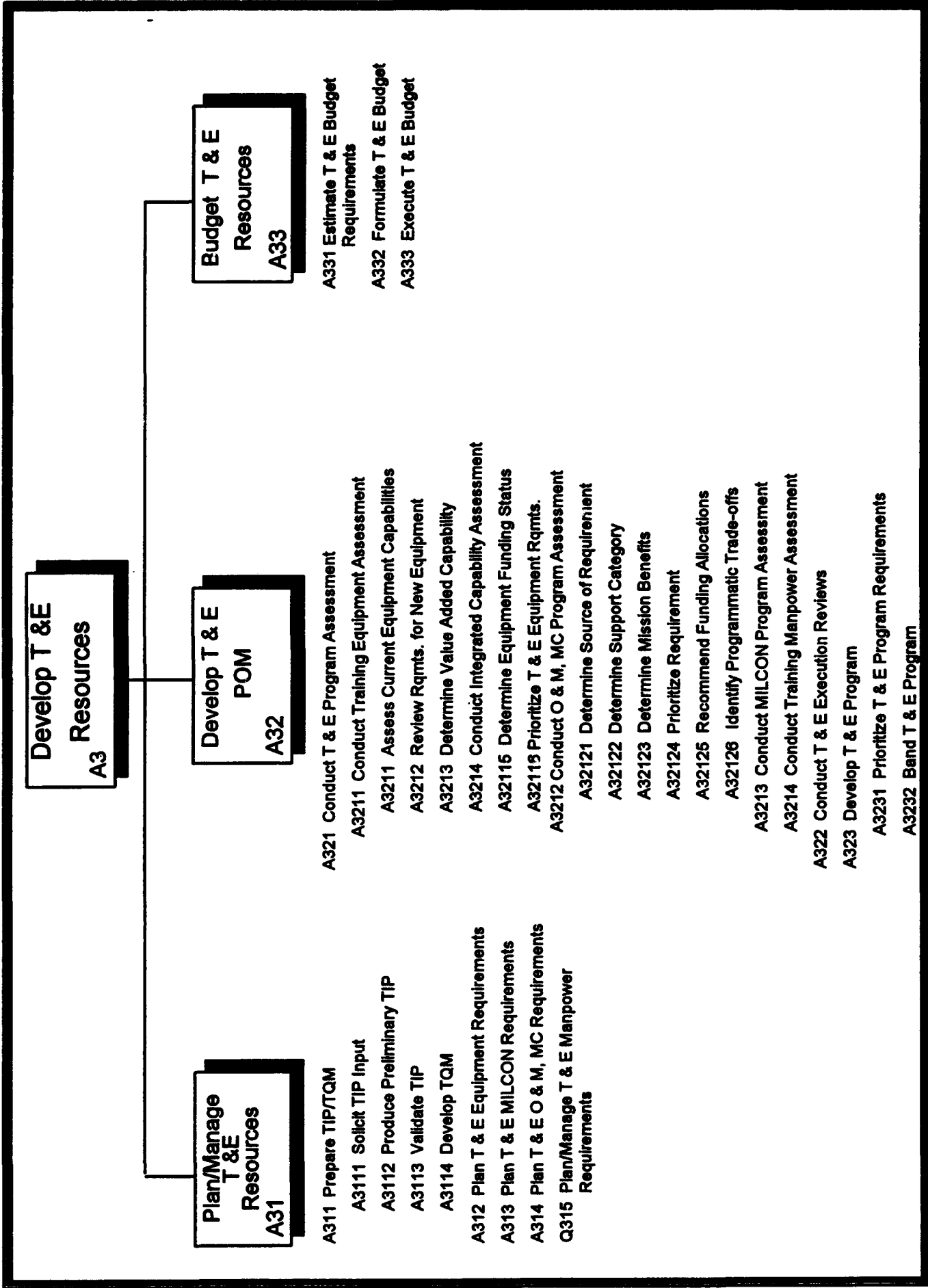


Figure 1-11

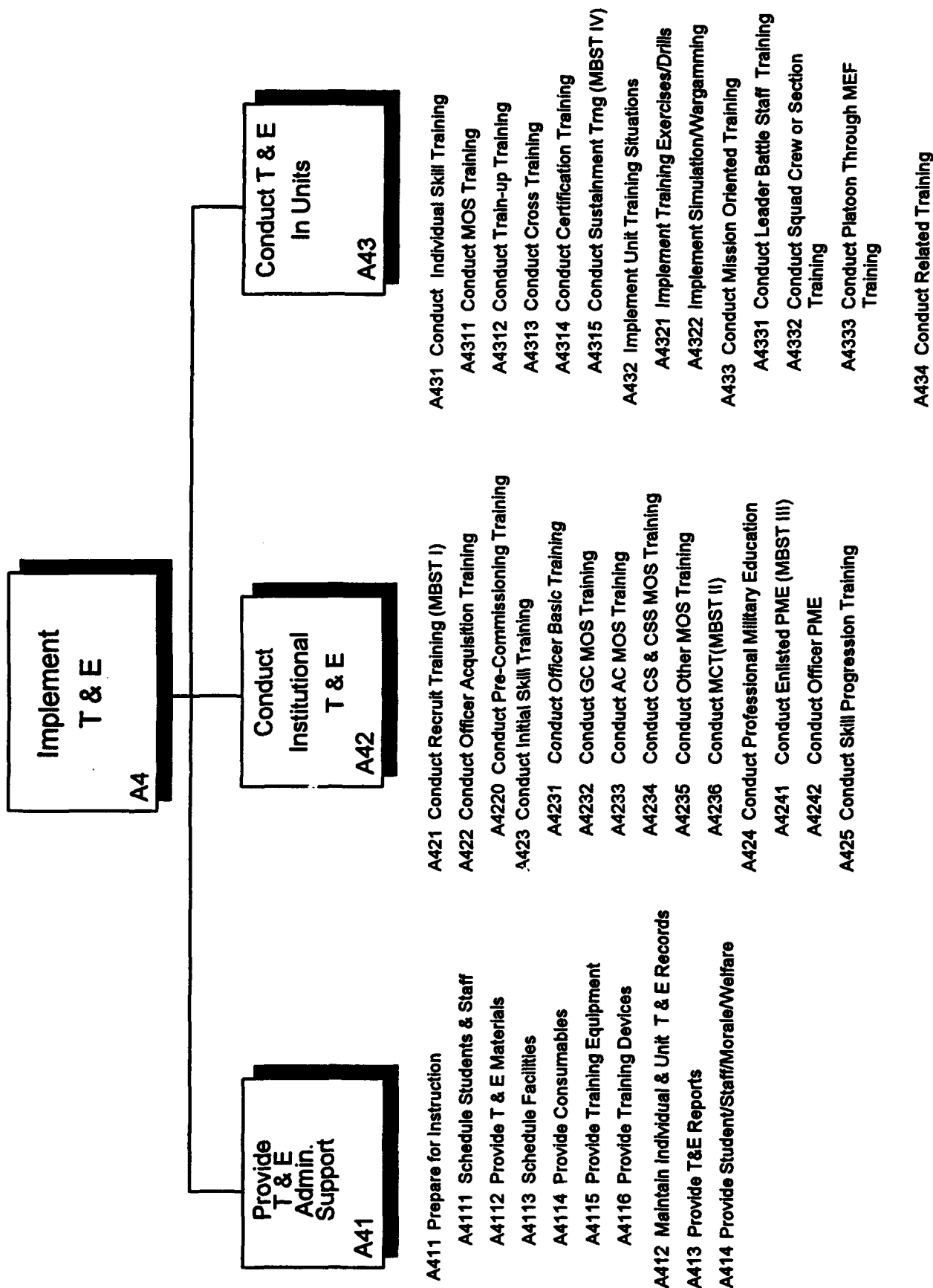


Figure 1-12

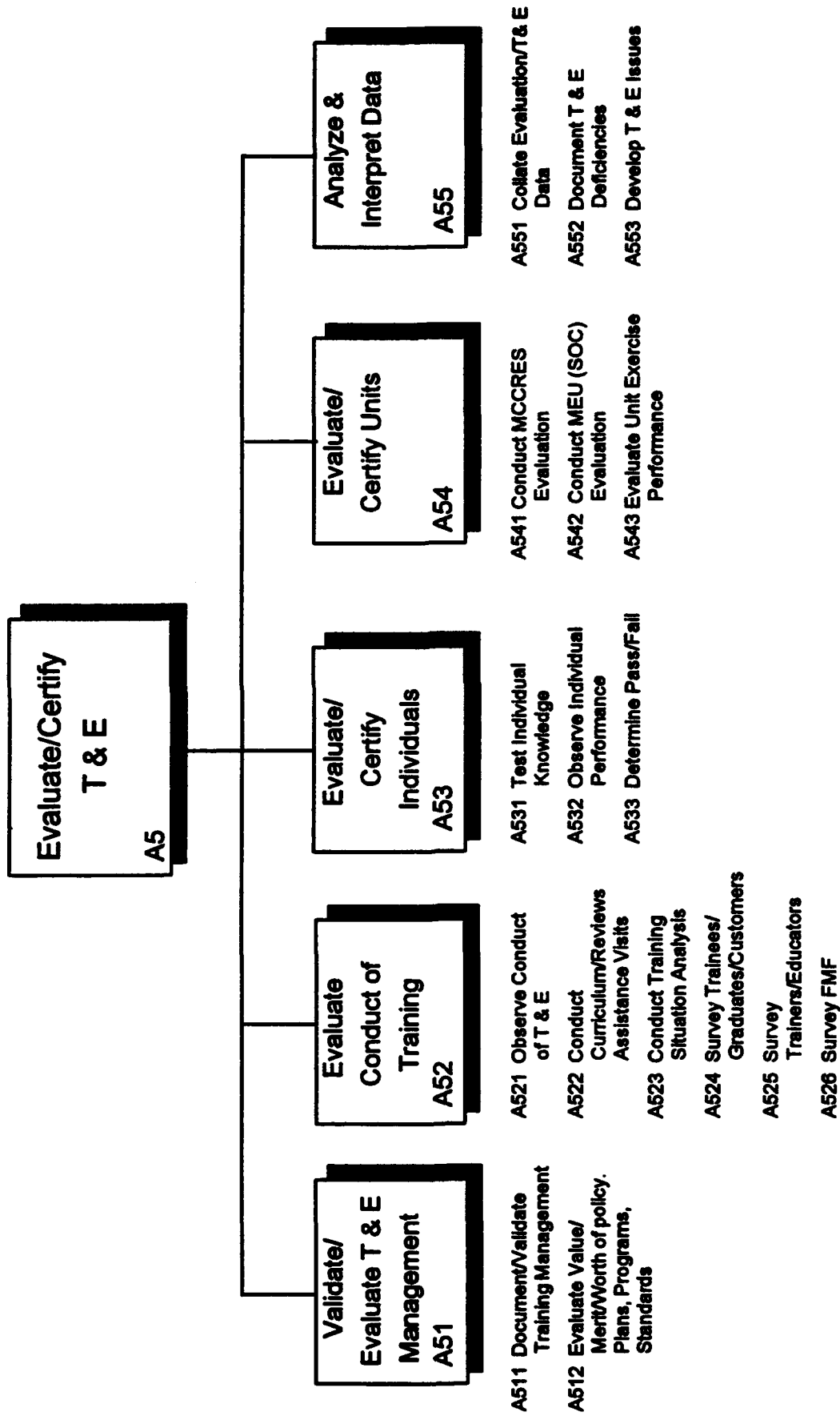
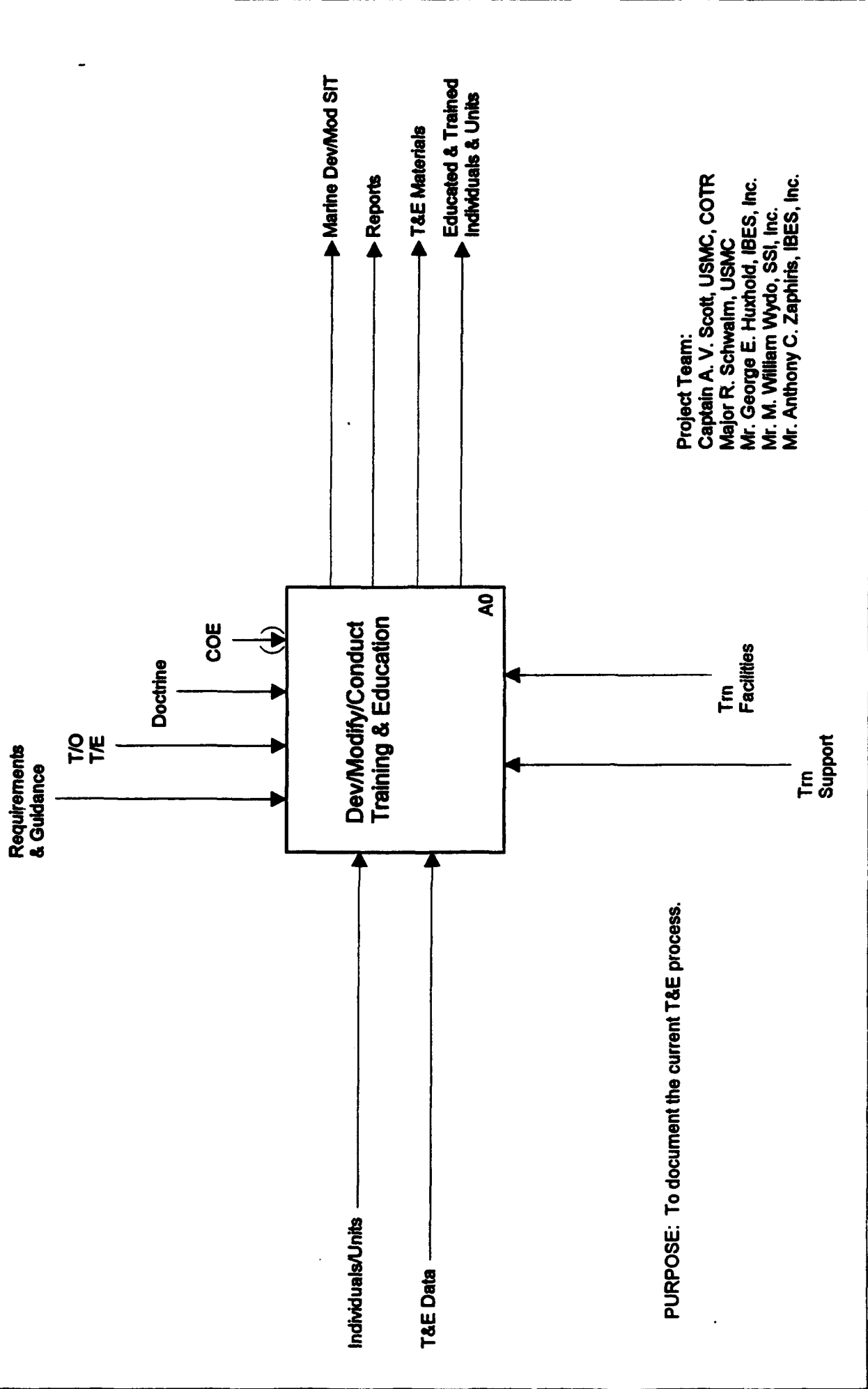


Figure 1-13
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NODE: A-0	TITLE: Dev/Modify/Conduct Training & Education	VIEWPOINT: T&E Program Manager
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ACTIVITY A-0: DEVELOP/MODIFY/CONDUCT T&E

The context diagram "A-0" is the top-level "T&E AS-IS" activity model. The activity *Develop/Modify/Conduct Training & Education* includes activities that allow the training and education program manager to **Guide, Analyze/Design/Develop, Develop Resources, Implement T&E, and Evaluate and Certify T&E**. The model depicts the current Training Development Process (TDP) and includes all T&E activities supporting T&E implementation. The TDP is controlled by a series of requirements and guidance (i.e. federal statutes and regulations, CINC and Service missions, DoD and Service guidance), doctrine, tables of organization and equipment, and concepts of employment. The primary products of the activity are trained and educated individuals and units. T&E managers must produce a variety of T&E materials and reports such as program and budget submissions as well as non-DoD reports and other compliance reports as necessary. A primary result of this activity is modification to the training readiness situation of units and individuals. The mechanisms that perform these activities include training facilities and training support. Training facilities include schoolhouses and ranges. Training support includes individuals, equipment, devices, simulators, consumables and automated information systems. The TDP is developed from the Systems Approach to Training (SAT).

The principal deficiencies that permeate all USMC training and education management activities at this highest level include the following:

- There is no standardized process linking allocation of T&E resources to warfighting requirements by providing an audit trail from required missions and doctrine to T&E requirements. This results in inefficient use of resources as different interests within training and education organizations initiate inconsistent programs striving to accomplish the same thing;
- There is no integrated vehicle (both internal and external to T&E) for documenting assessment data. This hampers

efficient and effective analysis, results in redundant data entry, causes time delays in reconciling records, prevents easy tracking of information through its various stages, and causes unnecessary effort;

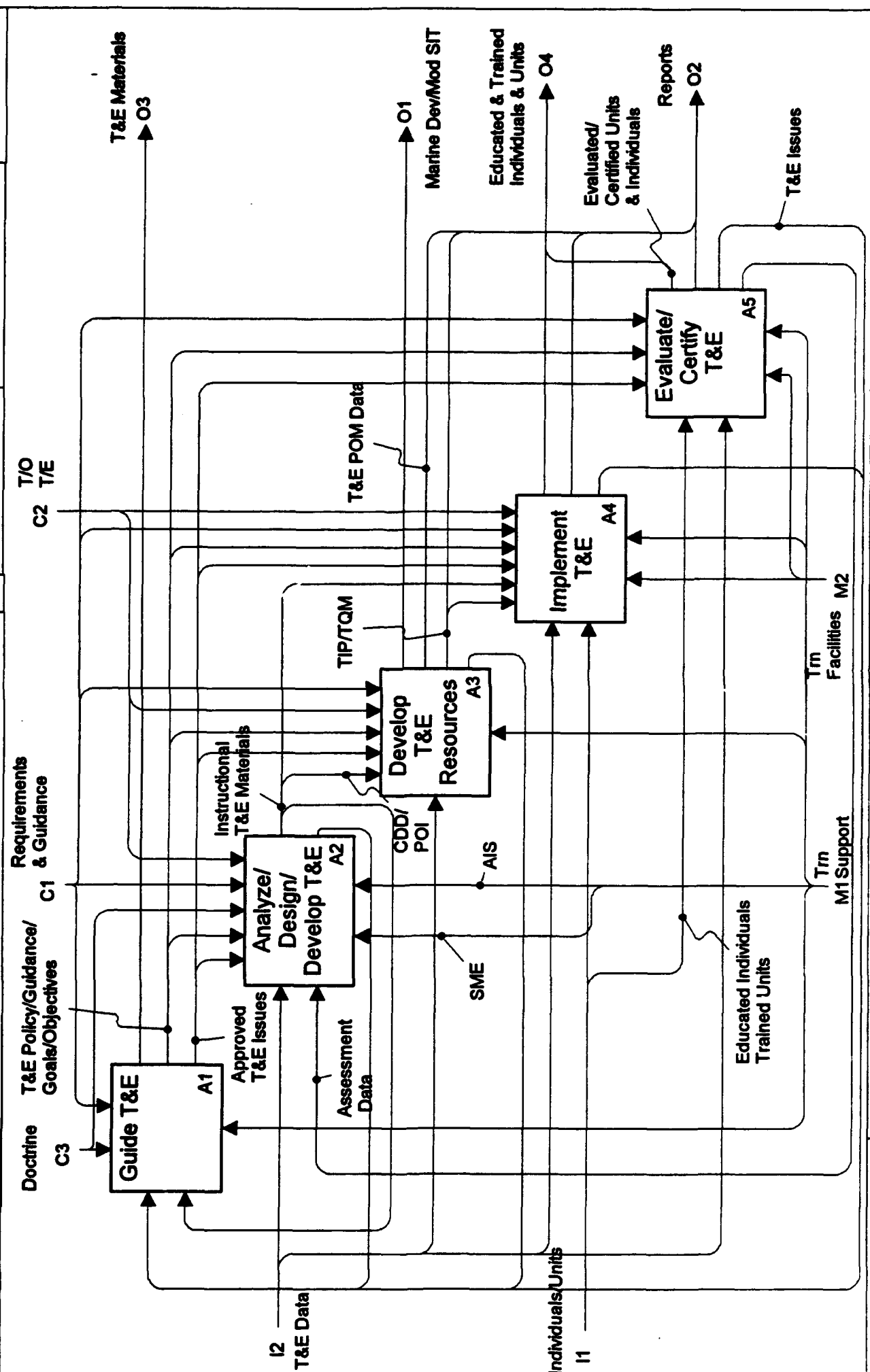
- The lack of standardization in reporting, collecting, and utilizing training assessment data and insufficient capability to cross-reference training readiness indicators result in incomplete, single dimensional analyses of training needs;
- There is considerable redundancy in data collection and verification during development of mission area analysis, Marine Corps Master Plan, POM, individual training standards and collective training standards;
- There is excessive time involved in manually compiling evaluation data;
- There is no clear connection between individual and collective training standards;
- Training management guidance for units is unclear;
- Multiple definitions exist for the same term;
- There is a lack of conformity between the Systems Approach to Training processes and the Training and Education Division organization and functions.

Relationship to Current Development Process (CDP) "AS-TO" activity model. The "Develop, Modify, & Conduct Training and Education" "AS-IS" activity model is an integral part of the Combat Development Process Model. It was developed from the viewpoint of the T&E Program Manager and depicts T&E activities related to all aspects of training development, modification and execution. This is a broad view and includes activities that support

the actual conduct of training and education such as T&E concept development, T&E requirements determination, T&E instructional development, T&E resourcing, and T&E evaluation. This approach was used to determine the relationships of all activities of T&E Program Managers and greatly assisted in identifying improvement opportunities.

The Combat Development Process model is being developed from a much wider viewpoint in order to serve CG MCCDC's broader purpose. T&E support activities are lower level decompositions of CDP activities such as concept development, CDP requirements determination, CDP evaluation, etc.

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NODE: A0	TITLE: Dev/Modify/Conduct Training & Education	VIEWPOINT: T&E Program Manager
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A1: GUIDE TRAINING AND EDUCATION

Overall responsibility for Marine Corps training is vested in the Commandant of the Marine Corps with the Commanding General, Marine Corps Combat Development Command (CG MCCDC)/Commanding General Marine Corps Schools having the responsibility for developing and implementing policies, procedures, programs, standards, and evaluation for Marine Corps training.

Commanding Generals of Marine Forces Atlantic (MARFORLANT) and Marine Forces Pacific (MARFORPAC) and CG MARRESFOR are responsible for planning, conducting, and evaluating all individual and collective training within their organizations.

CG, MARSCHOOLS at bases/installations effect direct liaison with CG, MARSCHOOLS (C 46) for all aspects of the design, development, implementation, and evaluation of formal courses of instruction under their cognizance.

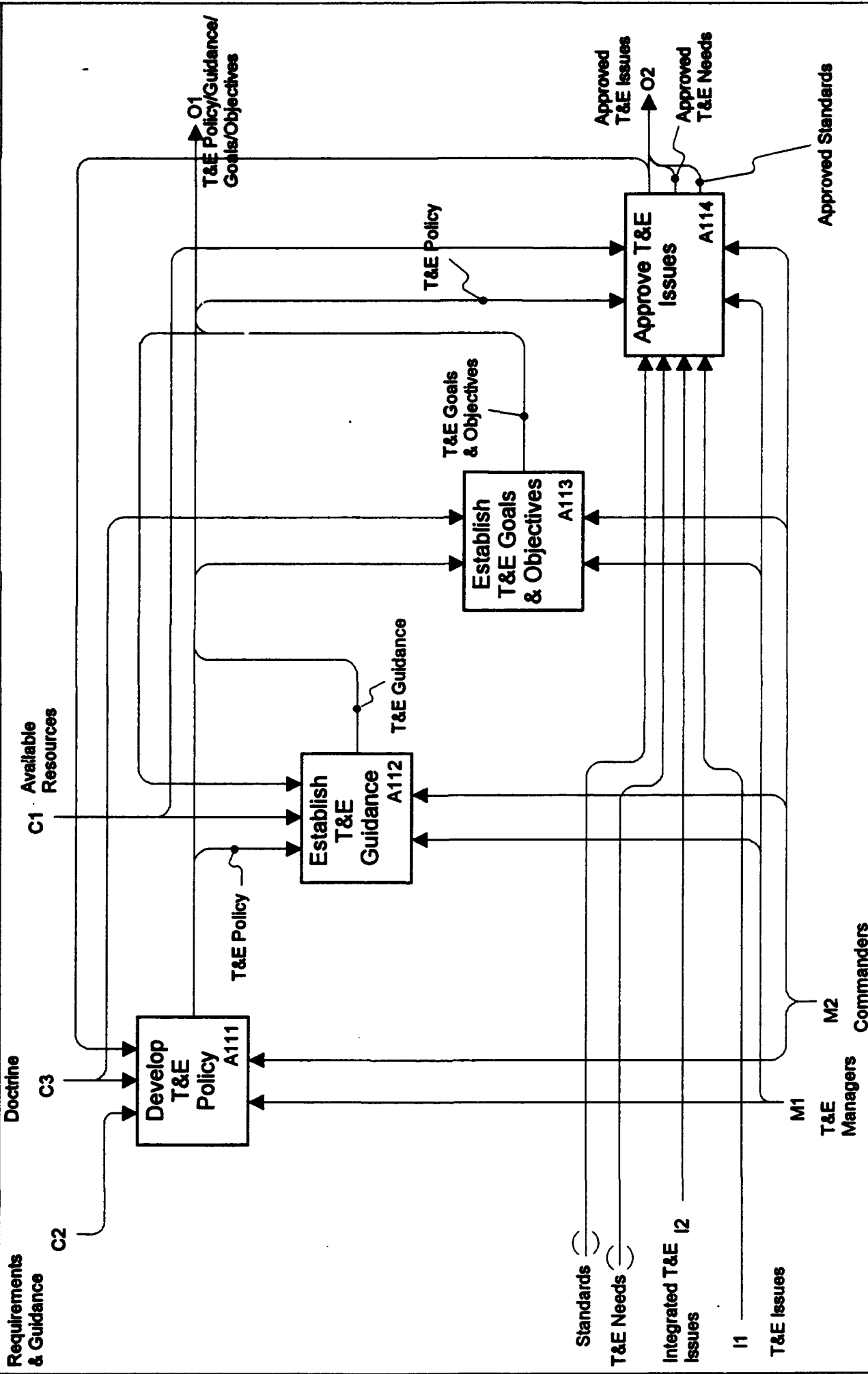
Installation commanders are responsible for coordinating support activities and developing training plans for tenant units. In addition, major installation commanders develop local training resource assistance centers and learning resource centers (LRCs) to assist and support unit/tenant trainers.

Major subordinate commanders in the divisions, aircraft wings, and force service support groups are responsible for providing trained Marines and Marine units to MAGTF commands: MEUs, MEBs, and MEFs. They are resource advocates and sponsor and coordinate MAGTF team training with combat support and combat service support commands.

Battalion, squadron, and separate company commanders are the principal training managers. Based on mission guidance from higher headquarters, and upon available training resources, they are responsible for developing training programs designed to prepare their units to successfully meet or surpass the standards of performance required to accomplish tables of organization (T/Os) and/or operational missions.

Company level commanders implement training plans and prepare their units to perform successfully T/O and/or operational missions. Their responsibilities include providing specific instructions for subordinate trainers to assist them in preparing and conducting training.

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NODE: A11	TITLE: Exercise Authority	VIEWPOINT: T&E Program Manager
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A11: Exercise Authority

The exercise of authority in fulfilling training and education responsibilities can occur at any level in the organization. This set of processes establishes the course for the development, implementation and modification of training and education in the Marine Corps.

A111 Develop T&E Policy

The basis for developing T&E policy primarily comes from two external sources: Evolved Integrated Requirements & Guidance and Doctrine. The Combat Development Process (CDP) is a process which formulates battlefield requirements and produces combat ready MAGTFs based on fundamental concepts supported by interdependent systems for development of doctrine, training, organization, equipment, education, facilities and support. Elements of the Marine Corps CDP integrate higher level requirements and guidance and provide the Training and Education establishment with the requisite framework to carry out its mission.

A112 Establish T&E Guidance

Training guidance is published at all command levels to document the organization's long-range training plan. It is used as a ready reference for the planning, execution, and assessment of training throughout the long-range planning period. Examples of topics normally addressed in the Command Training Guidance are:

- Commanders training philosophy
- Mission essential task list
- Combined arms training
- Major training events and exercises
- Leader training
- Mandatory training

- Standardization
- Training evaluation and feedback
- New equipment training
- Resource allocation.

A113 Establish T&E Goals and Objectives

Goals and objectives are established at all levels of the T&E process and provide the Commander with a basis for training management. The Marine Corps training goal is to attain and maintain the state of operational readiness required to conduct combat or other operations in accordance with assigned missions. The primary objective is to have training be as realistic as possible under simulated combat conditions.

A114 Approve T&E Issues

A T&E issue is any item with training and education application that requires approval or further staffing/analysis/evaluation.

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A12: Develop T&E Concepts

T&E concepts are general training and education notions, thoughts or understanding derived from specific instances or occurrences. They include general Marine Corps training philosophy and principles. The Marine Corps training philosophy is: (1) Quality training in the Marine Corps must be a way of life; (2) Training is a professional and moral imperative; (3) The battlefield fixes the directions and goals of training; and (4) Train as you fight.

A13: Publish T&E Material

The T&E process develops and promulgates a significant amount of training and educational material. This material includes Marine Corps Orders, Instructional Materials, Training Plans, Correspondence Courses, Guidebooks, Job Aids, and other manuals and publications.

A14: Manage T&E IS

Information management is critical to the conduct of effective training and education. There are over 40 sources of information that directly impact T&E. The quality of data varies from very good to poor and utilization is inconsistent within the CDP.

Management of T&E data is an improvement opportunity area.

Significant redundancy exists in the collection of information for MCCRES, Mission Area Analysis, Individual Training Standards, the Marine Corps Master Plan and the POM process. Immediate benefit could be realized in the short term by sharing information and coordinating collection of the data among the agencies responsible for developing the various documents.

Mission Area Analysis provides excellent data that can be used in

individual and collective training standards development. MAA also shows promise for linking collective and individual training standards. One way to take advantage of this opportunity would be to schedule individual and collective training standards development at the same time that a comparable MAA is scheduled and form a team to conserve resources while satisfying multiple objectives.

Marine Corps Lessons Learned (MCLLS) provides a single repository of lessons learned gleaned from After Action Reports (AAR) of real world operations, exercises, and the day-to-day functioning of units and agencies. It also provides a responsive method for identifying deficiencies and initiating corrective action in training and education. A tailored MCLLS database can be requested and should be used to update individual and collective training standards.

In the long term, MCTRSS could help eliminate most of the redundancies identified above.

A15: Conduct Liaison

Liaison may be performed at any level outside the immediate area of responsibility or authority of an individual or unit. Liaison may involve other Services, other organizations within the Marine Corps, or other individuals within the same organization.

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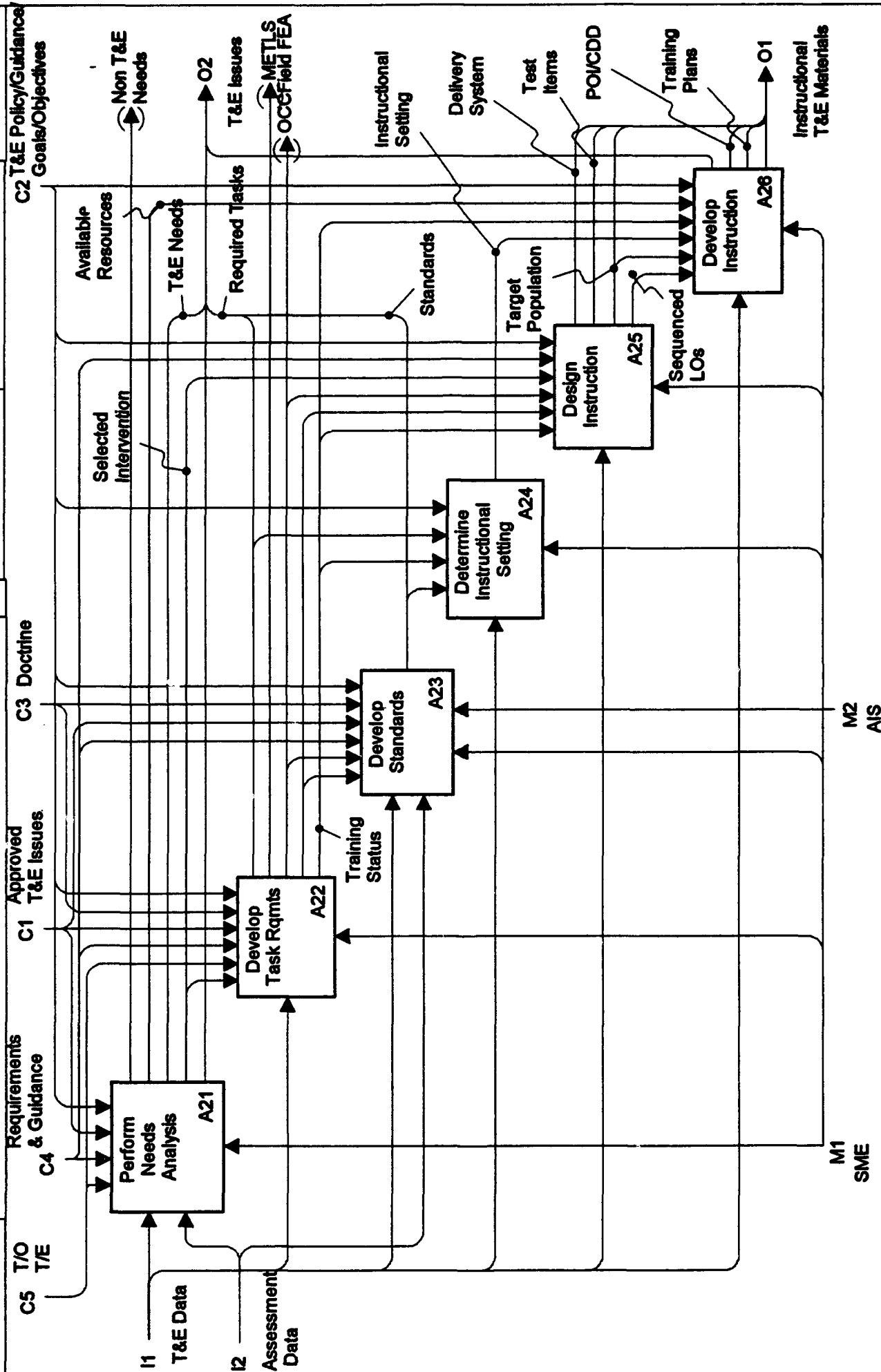
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NODE:

A2

TITLE:

Analyze/ Design/ Develop T&E

VIEWPOINT:

T&E Program Manager

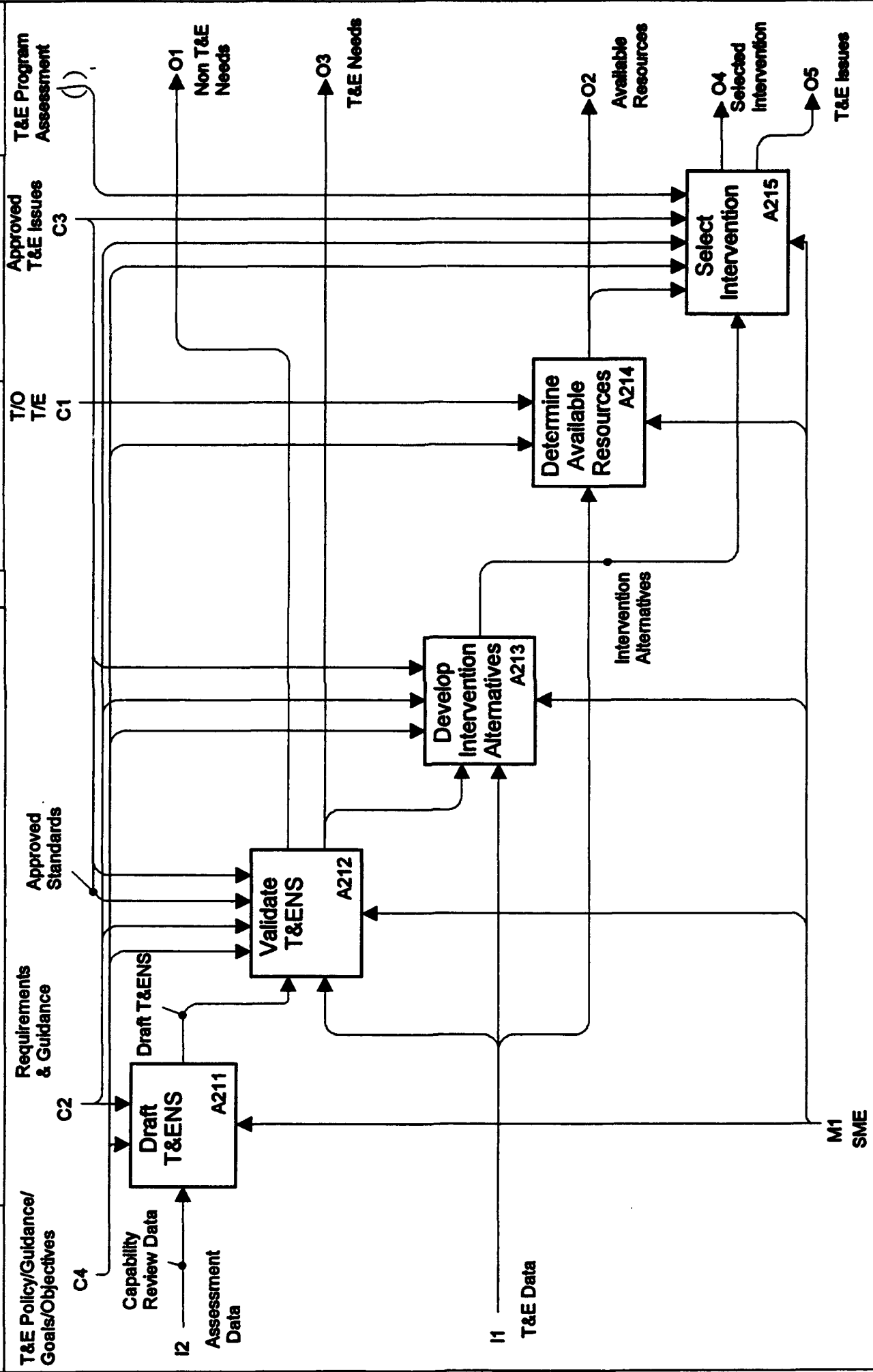
A2: ANALYZE/DESIGN/DEVELOPT&E

This set of processes defines three phases of the Systems Approach to Training (SAT) - analyze, design, and develop. This is a critical set of processes because the data obtained here form the basis for the entire instructional process. The Analyze Phase is concerned with analyzing training needs to determine if the need is primarily a skill, resource, or other requirement.

For individual Training, determining required skills and what the job holder must know or do is accomplished using a systematic research process called Front-End Analysis (FEA). FEA involves the identification, collection, collation and analysis of job performance data and results in a comprehensive list of tasks and performance requirements for instructional development. FEA consists of: Job analysis (development of task requirements); task analysis (development of standards); and determination of instructional setting.

For unit training, the unit mission is analyzed to determine what needs to be done and whether or not individuals and units in the organization are organized and/or trained to carry out the mission. A training program is designed and developed to ensure that the mission can be accomplished.

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NODE: A21	TITLE: Perform Needs Analysis	VIEWPOINT: T&E Program Manager
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A21: Perform Needs Analysis

Perceived needs enter the system in many different manners. A Fleet Operational Needs Statement (FONS), Marine Corps Lessons Learned (MCLLS), directions from senior officers, or any other method of identification will cause a perceived need to be acted on within the Training Development Process (TDP). The perceived need may be identified through the Concept Based Requirements System.

A211 Draft T&E Needs Statement

Based on external requirements and guidance and T&E policy/guidance/goals and objectives a Training and Education Needs Statement is developed using T&E assessment feedback data to document and quantify the need.

A212 Validate the T&E Needs Statement

The perceived T&E need may not require development of new skills or application of additional T&E resources. The need may be solved by changes in non-T&E policies and procedures or other factors outside the T&E process. Validation consists primarily of determining if a perceived need is a T&E need.

The T&E Needs Statement approval process is delineated in MCO P3900.15, Marine Corps Combat Development Process. It states that after staffing the T&E Needs Statements will be forwarded to the ACMC for approval. Once approved, the documents are recorded in the Requirements Catalog and then enter the Training and Education Development Process.

It would appear that the Training and Education Development Process is initiated before the needs statements are recorded in the Requirements Catalog since the needs statement must first be

prepared, analyzed and validated. If so, MCO P3900.15 should be changed.

A213 Develop Intervention Alternatives

The term "intervention" is used to indicate a solution. A plan is developed by the appropriate staff agency, with appropriate input from the FMF and/or the supporting establishment, to correct a validated deficiency. This plan may consist of the purchase of new equipment, or providing additional training, of altering the present methods of training, or any other viable means of correcting the need.

A214 Determine Available Resources

All available resources must be used to the maximum extent possible and applied only to the most critical needs. All the costs associated with training must be identified, i.e. facilities, available ranges, etc. To the extent possible, commanders look in resources before publishing training plans. Common sources for resource information include:

- Command operating budget
- Flying Hour Program
- Ammunition authorizations
- Fuel allocations
- Higher headquarters training plans
- Local directives on training areas and facilities.

A215 Select an Intervention

Based on available resources and costs vs. expected benefit the most viable intervention is selected. Resource constraints may require deletion of low-priority training requirements, substitution of less costly training alternatives, or generate requests to higher headquarters for additional resources.

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		NOTES: 1 2 3 4 5 6 7 8 9 10										T&E Policy/Guidance/Goals/Objectives	

Doctrines
C5

Requirements & Guidance
C3

T/O
C2

Approved T&E Issues
C4

Selected Intervention
C1

TEEP

Job Task Inventory

Analyze Missions
A221

Analyze Jobs/Tasks
A222

Determine Current Training Life Cycle Status
A223

Select Required Tasks
A224

O1
METLS

O2
OCCField FEA

O4
Training Status

O3
Required Tasks

Hardman/MPT Data
I1

T&E Data

M1 SME

CODAP

Develop Task Rqmts

VIEWPOINT:
T&E Program Manager

NODE: A22

TITLE:

A22: Develop Task Requirements

Task requirements are developed by analyzing missions, jobs and tasks to determine what skills are required, determining the status of the unit or individual in its training life-cycle, and selecting tasks for instruction.

A221 Analyze Missions

Peacetime training requirements focus on a unit's combat mission. Focusing on combat requirements recognizes that proficiency cannot be achieved on every training task. However, commanders can achieve a successful training program by consciously narrowing the focus to a reduced number that are essential to mission accomplishment. These tasks make up the Mission-Essential Task List (METL). Missions can be derived from a number of sources.

- Doctrinal publications
- T/O (including missions of supported/supporting elements and supplemental missions)
- Higher headquarters orders
- Operations and contingency plans
- Requirements of supported units
- Local installation directives.

There are two primary inputs to METL development: Combat plans and external taskings.

(1) Combat plans. The most critical inputs to METL development are the organizations potential combat operations and contingency plans. The missions and related information provided in these plans are key to determining essential training tasks.

(2) External Taskings. External taskings are additional training tasks that indirectly relate to an organization's combat mission. Some examples are:

- Reserve training support
- Naval Reserve Officers' Training Corps support
- Very important person visits
- Disaster relief efforts.

All organizations from force to battalion/squadron level prepare METLs. Command groups and staff elements at each level develop METLs to address mission-essential tasks in their areas of responsibility. Each organization's METL is approved by the next higher commander in the operational chain of command. Command group METLs are approved by the commander. Staff METLs are approved by the organization's commander or chief of staff.

Although FMFM 0-1 discusses Mission Essential Tasks List (METL), the concept was not widely understood or practiced by those interviewed during this project.

A222 Analyze Jobs/Tasks

MCCDC (C 461) collects, examines and synthesizes data regarding each Occupational Field/Military Occupational Specialty (OccFld/MOS). These data may include time in grade and MOS, career progression, tasks performed on the job, instructional location, level of instruction, etc. Job analysis is the collection and organization of data which results in a clearly defined description of duties, tasks and indicative behaviors that define that job. Job analysis involves finding out exactly what the job holder does on the job rather than what the job holder must know to perform the job.

Job analysis begins once a requirement for instruction has

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been identified and validated. Job analysis requirements are generally generated by:

- Introduction of new or better weapon/support systems;
- Organizational changes such as changes in MOS structure and career field realignments;
- Doctrinal changes required by new laws, Department of Defense (DoD) requirements, and Marine Corps needs;
- Evaluations/revisions indicating that a change in instruction is required;
- Direction from higher headquarters.

A223 Determine Current Training Life-Cycle Status

Collective and individual proficiency is a good basis for estimating future training needs, even though a unit may experience large personnel turnover. Personal observation is the most effective way to determine unit proficiency. This involves watching trainer presentations, field training, and day-to-day mission accomplishment. A commander can also review recent records, reports, and other written sources of unit proficiency. Some written sources of unit proficiency include:

- Staff visit reports;
- Inspector general inspections;
- MCCRES;
- Exercise after-action reports;
- Personnel/administrative reports;
- Maintenance/logistical evaluation/technical inspection results;
- Naval Audit Service/General Accounting Office Reports;
- Physical fitness test scores;
- Weapons qualification records;
- Field Supply and Maintenance Analysis Office (FSMAO) inspections.

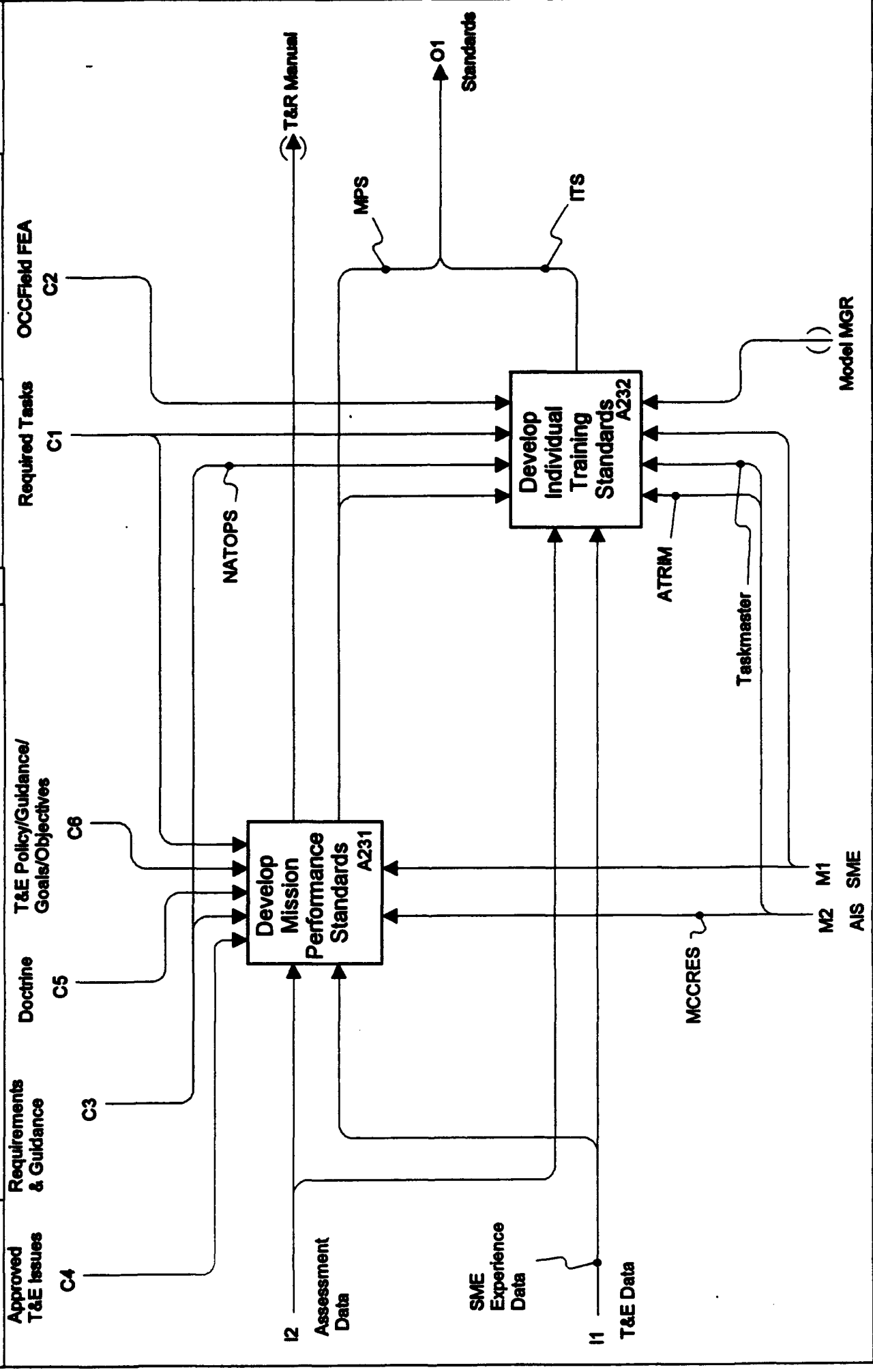
This information comes from para 6004 of FMFM 0-1. Several paragraphs in FMFM 0-1 and 0-1A refer to evaluation. Some are confusing and others contradictory. For the most part, standards-based evaluations rather than subjective judgment are encouraged. In addition, the Marine Corps order on training and education evaluation (MCO 1553.5) is geared more to instructional evaluation and less to evaluation of and within units. In general, how units and individuals within units are evaluated needs to be more clearly defined.

A224 Select Required Tasks

The next step involves defining current instructional needs by selecting those specific tasks which need to be instructed. Some tasks may not be taught because they are relatively simple to perform, are seldom performed, or only minimum job degradation would result if the tasks were not performed. To properly select tasks for instruction, MCCDC (C 461) collects data on several criteria relating to each task. This is accomplished through administration of a survey questionnaire sent to job incumbents and SMEs. The data collected represents the judgement of a large group of job incumbents and SMEs who are familiar with the job. The responses to the survey are analyzed using statistical analysis procedures.

See paragraph "A14: Manage T&E IS" for improvement opportunities involving individual and collective task data collection and verification.

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	PROJECT OFFICER: Capt. A.V. Scott, USMC										REV NO:										RECOMMENDED																													
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NODE: A23	TITLE: Develop Standards	VIEWPOINT: T&E Program Manager
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A23: Develop Standards

Training standards establish the tasks that units and individual Marines are expected to perform, define proficiency, and serve as a means of diagnosing training deficiencies. All training standards are derived from specific mission requirements and developed using current doctrine.

A231 Develop Mission Performance Standards

Collective training standards are measures of unit mission performance and are published as Mission Performance Standards. These standards are derived from and developed by incorporating current doctrinal techniques and procedures. MPSs prescribe the specific tasks that a unit must be capable of performing in order to execute a particular mission. They should be closely aligned to mission essential tasks.

MPSs are currently developed considering the unit as a point of reference. This creates a problem when MPSs are reconciled with mission essential tasks. The process could be improved if MPSs were aligned to MAGTF elements. MAGTF missions should drive METL development which in turn should drive MPS development.

A232 Develop Individual Training Standards

Once a task is finalized, performance requirements must be developed for every task selected for instruction. Performance requirements for all occupational field specialties (OccFld) are defined by Individual Training Standards (ITS). ITSs are the basis for all individual instruction in units and in formal schools/training centers. In the absence of an approved ITS task list, the school will coordinate with MCCDC (C 461) for guidance prior to continuing with analysis. The ITSs appear as tasks in the Course Descriptive

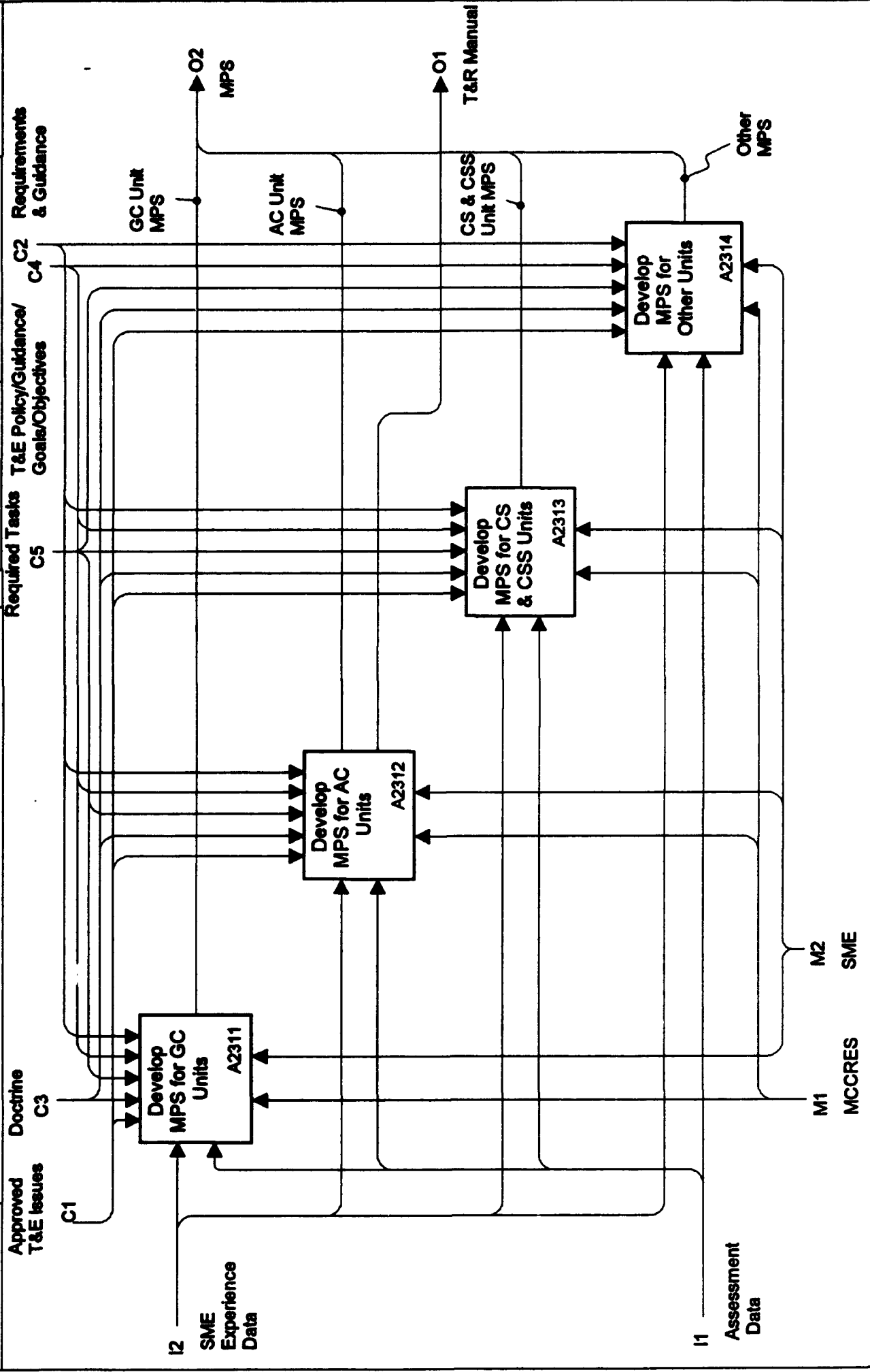
Date (CDD) of a Program of Instruction (POI).

ITSs specify measures of performance that are to be used in analyzing individual performance and evaluating individual instruction. ITSs are developed using the same procedures as used to generate a task list. A working group conference composed of subject matter experts (SME) is particularly effective for examining how a task is to be completed by identifying the performance steps and the sequence of those performance steps, conditions and standards necessary to successfully accomplish the task.

The ITSs are developed and published within the Individual Training Standards System (ITSS). The intent of this system is to ensure that all Marines within a given grade for a particular MOS are trained to perform the same tasks to a standard level of proficiency. Most ITSs are derived from the MCCRES MPSs and prescribe those individual tasks that a Marine must be able to perform (within MOS/grade) in order for the unit to successfully execute MPS.

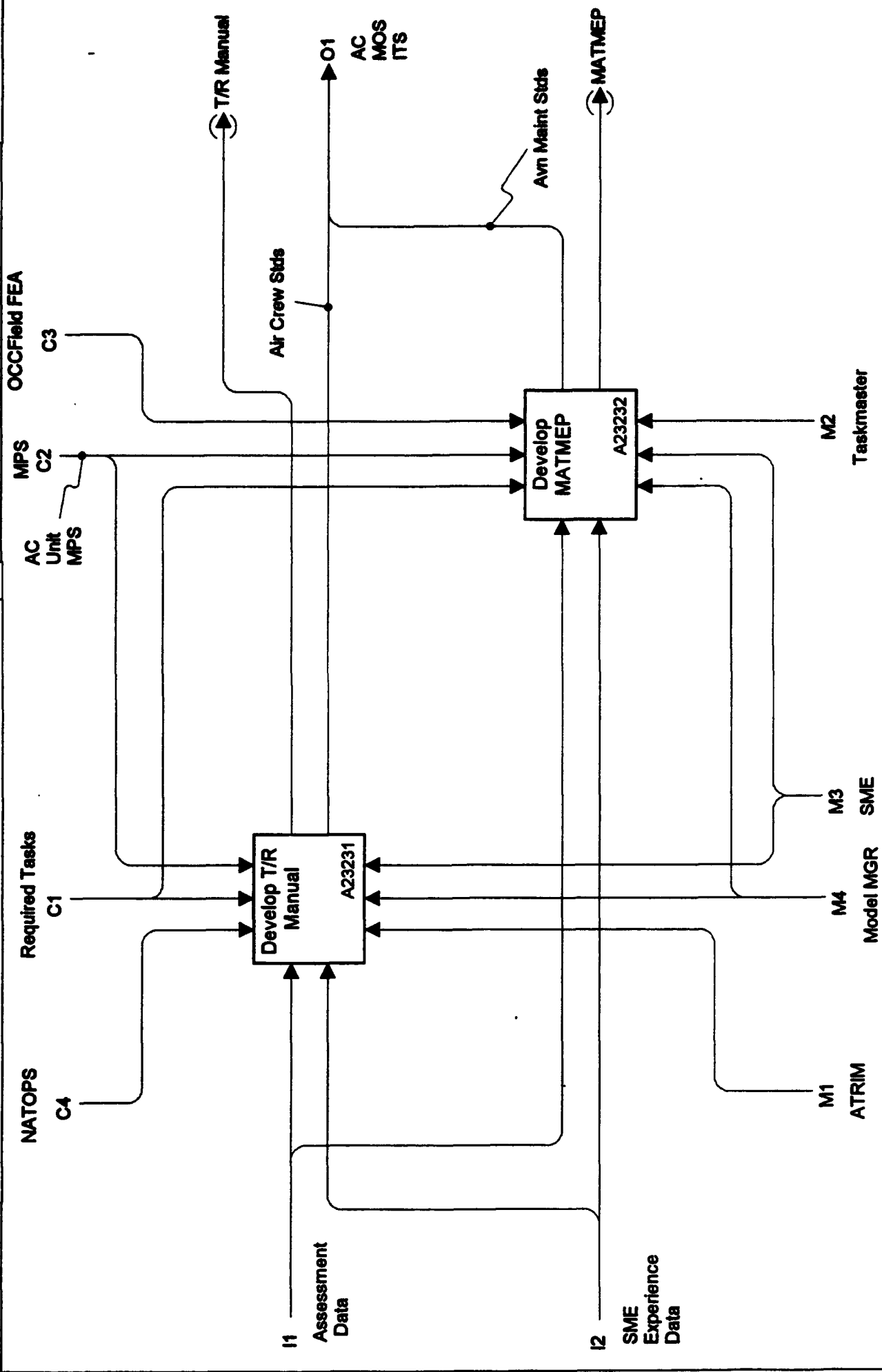
Definitions of individual training standards, collective training standards and mission performance standards differ among various Marine Corps orders and the Systems Approach to Training Guide. For purposes of this document, the definitions contained in the Marine Corps order titled, "The Marine Corps Training and Education System" (MCO 1553.1B) apply. No evidence could be found to substantiate the statement contained in the SAT Guide that most ITS's are derived from MCCRES MPS's.

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NODE: A231	TITLE: Develop Mission Performance Standards	VIEWPOINT: T&E Program Manager
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NODE: A2323	TITLE: Develop AC MOS ITS	VIEWPOINT: T&E Program Manager
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A24: Determine Instructional Setting

The final process in the Analyze Phase involves determining the instructional setting for each training task behavior. Instructional setting is important because it defines who is responsible for instructing the task and the level of proficiency that must achieve when performing the task in an instructional environment.

For Individual Training Standards, MCCDC (C461) is responsible for determining the organization responsible for conducting instruction and the level of instruction assigned to each task. This is accomplished after ITSs are developed because the ITS performance steps, conditions, and standards reveal information that aids the decision-making process for determining instructional setting.

The same is essentially true for Collective Training Standards. Unit commanders are responsible for determining types of exercises and environments where skills can best be learned and measured.

A25: Design Instruction

The Design Phase translates Individual Training Standards (ITS) into behaviors that will be performed in the instructional setting. Instructional designers must maximize transfer of learning by creating an instructional plan in which the ITS task behavior, students' abilities, delivery system (methods and media) features, and resource constraints are carefully considered. The elements of instructional design are target population description (TPD), learning analysis, terminal learning objective/enabling learning objective (TLO/ELO), test items, delivery system (method/media), and sequenced learning objectives.

A251 Identify Target Population

The target population description (TPD) is a summary of physical, administrative, and academic prerequisites that students should possess prior to assignment to a formal course of instruction. Specifically, the TPD describes the population for whom the course is intended, gives a generic description of the average student, and includes characteristics or prerequisites (academic, administrative, or physical capabilities) of the entering student population.

A252 Develop Learning Objectives

The purpose of a learning analysis is to take each Individual Training Standard (ITS) from a real-world task and develop it into a behavior that is appropriate for the instructional environment. Ideally, the school, training center or unit delivers instruction that duplicates the real world; however, this is not always possible due to numerous limiting factors, such as time, safety, cost and availability of resources.

A253 Select Delivery System

The selection of a delivery system is the primary means of determining how instruction is presented to the student. The delivery system includes the instructional method and the media used to present the instruction. A delivery system serves to facilitate effective and efficient instruction to a group of students. Instruction is effective when it provides a foundation for enabling mastery of learning objectives and efficient when it utilizes resources and funding in a cost-effective manner that makes the best use of training time. The instructional method and media together contribute to the smooth flow of information to the students and support the transfer of learning.

A254 Write Test Items

Because learning objectives explain exactly what the student must do, how well it must be done and under what conditions, the associated test items are written at the same time. Testing is critical to maintaining or improving the effectiveness of instruction by determining if learning objectives have been met.

A255 Sequence Learning Objectives (LO)

The purpose of sequencing learning objectives is to ensure that instruction promotes learning of each LO by placement in optimum relationship to other course content prior to developing instructions.

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Available Resources C5	Sequenced C1 LOs C2	Target Population C3	Instructional Setting C4	Training Status C4	T&E Policy/Guidance/ Goals/Objectives C6
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graph TD
    I1[T&E Data I1] --> A261[Develop T&E Plans A261]
    I1 --> A262[Develop T&E Instructional Material A262]
    I1 --> A263[Select Media A263]
    I1 --> A264[Plan Exercises/Drills/Simulations/Wargaming A264]
    I1 --> A265[Develop CDD & POI A265]
    
    A261 --> O3[Training Plans O3]
    A262 --> O4[Instructional T&E Materials O4]
    A263 --> A264
    A264 --> O1[T&E Issues O1]
    A265 --> O2[POI/CDD O2]
    
    A264 --> A265
    A265 --> CDD[CDD]
  
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The flowchart illustrates the T&E Program Manager process. It begins with T&E Data (I1) entering five parallel development paths: A261 (Develop T&E Plans), A262 (Develop T&E Instructional Material), A263 (Select Media), A264 (Plan Exercises/Drills/Simulations/Wargaming), and A265 (Develop CDD & POI). A261 produces Training Plans (O3). A262 produces Instructional T&E Materials (O4). A263 feeds into A264. A264 produces T&E Issues (O1) and also feeds into A265. A265 produces POI/CDD (O2) and the final CDD output. The process is supported by a grid of categories: Available Resources (C5), Sequenced C1 LOs (C2), Target Population (C3), Instructional Setting (C4), Training Status (C4), and T&E Policy/Guidance/Goals/Objectives (C6).

A26: Develop Instruction

During the Develop Phase, the instructional program is developed and/or modified to meet the requirements identified during the first two phases. The course schedule, concept card, lesson plans, Course Descriptive Data (CDD), and Program of Instruction (POI) may actually be developed concurrently and in draft form. After instructional materials are validated and after the CDD is approved by CG, MCCDC, the schedule, POI, and other documents can be revised and put in final form.

A261 Develop T&E Plans

Training Plans are mid and long range planning documents that identify objectives, requirements, and actions for accomplishing either individual or unit training and education.

Unit training plans often are not executed because of the high OPTEMPO. A Marine Corps TEEP may assist in providing a more stable environment for unit training. More emphasis on developing executable training plans and increased support from staff/headquarters organizations, is needed.

A262 Develop Instructional Material

The purpose of developing instructional material is to generate the lesson plans and material that will teach students the knowledge and skills necessary for performing the learning objectives.

A263 Develop Media

The purpose of developing instructional media is to enhance the transfer of learning by presenting instruction that appeals to many

senses, while contributing to the smooth flow of information to the students. A visual medium (e.g. a chart, film or photograph) can increase the meaningfulness of the material to the student and stimulate student interest. The media selected are developed to complement the target audience's comprehension level while maintaining relevance to the learning objectives and instruction presented. When developing media, there are general considerations for all types of media and specific considerations for particular media that must be addressed by the instructional developer.

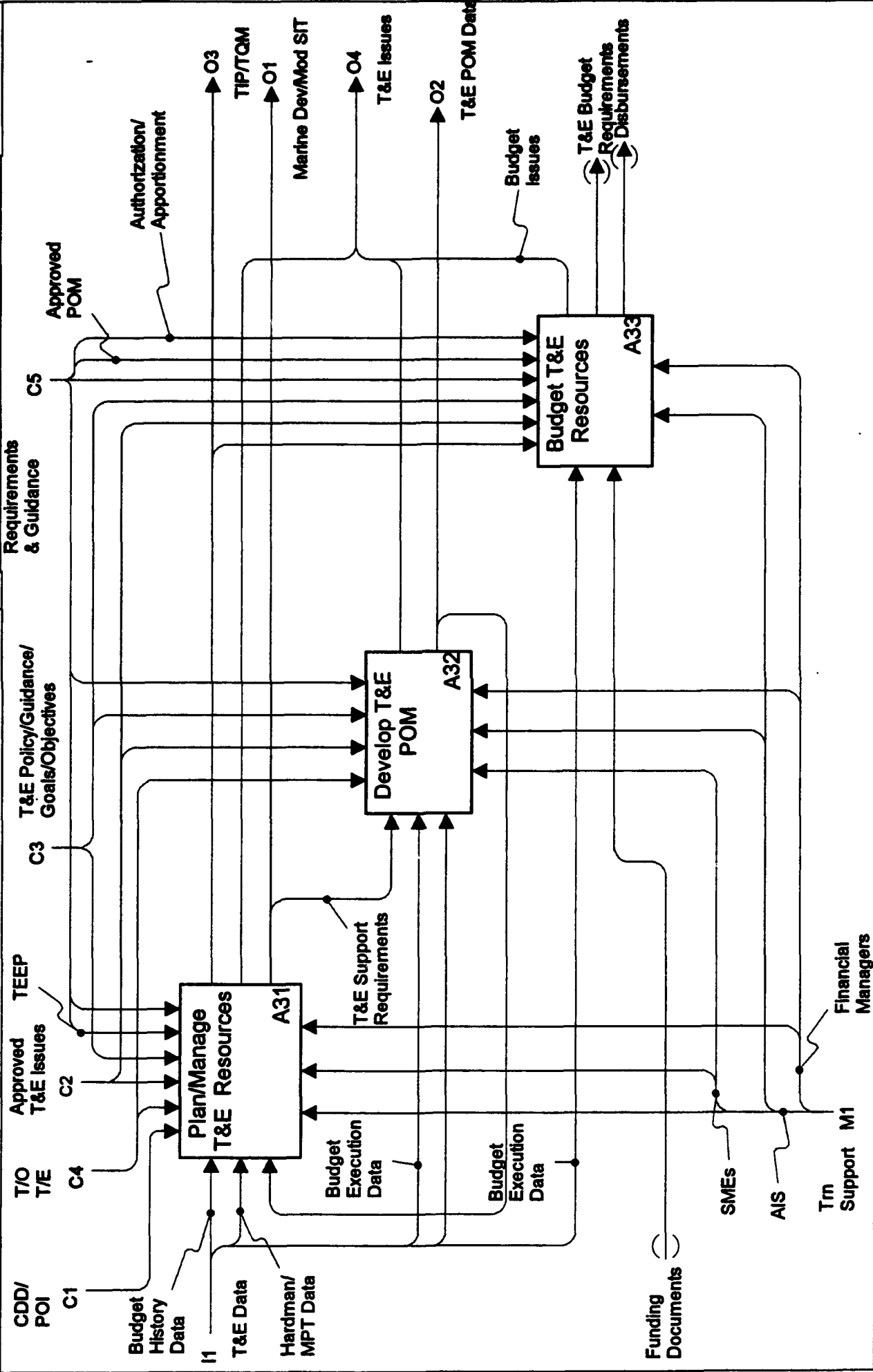
A264 Plan Exercises/Drills/Simulations/Wargaming

Unit training situations consist of drills, exercises, simulation, and wargames. Training exercises combine individual skills, leader skills, drills, and weapon system proficiency. Exercises reinforce and sustain proficiency in individual and collective skills in units. In addition, exercises provide training on collective tasks and integrate all elements of the combined arms team.

A265 Develop CDD and POI

Every Marine Corps formal course of instruction must have an approved Program of Instruction (POI). A POI documents a formal school's plan for instructing Individual Training Standards (ITS). Specifically, a POI describes a course in terms of structure, delivery methods and media, length, intended learning objectives, and evaluation procedures. It also serves as a historical record that reflects the continual evolution of the course. An important element of the POI is the approved Course Descriptive Data (CDD) document. The CDD provides a detailed summary of the course including instructional resources, class length and curriculum breakdown. The CDD provides justification and documentation for development or refinement of formal POIs taught at Marine Corps training and education institutions.

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NODE: A3	TITLE: Develop T&E Resources	VIEWPOINT: T&E Program Manager
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A3: DEVELOP T&E RESOURCES

The primary objective of the Marine Corps Training and Education "system" is to provide an effective and efficient set of processes to meet Marine Corps training readiness requirements. Historically, the Marine Corps has not been successful in providing an optimum level of resources for training and education process requirements. Lower level commands are often tasked with "doing more with less". As the DoD budget Total Obligational Authority (TOA) decreases, the competition among and within the Services for the remaining resources intensify.

The current method of providing resources for training and education is consistent with the DoD and Marine Corps planning, programming and budgeting process:

Planning - Marine Corps planning is developed from the JCS Joint Strategic Planning System and is based on the Marine Corps Master Plan (MCMP), the Commandant's Planning Guidance (CPG), the Marine Corps Mobilization Management Plan (MPLAN), and the Supporting Establishment Master Plan (SEMP). The plans, threat assessments, and capability assessments identify warfighting requirements that become programming objectives.

Programming - Major external guidance affecting resource requirement determination and allocation are DoD Defense Planning Guidance (DPG), the Department of the Navy Consolidated Planning and Programming Guidance DNCPPG, and the CINC's Integrated Priority Lists (IPLs). Planning forces and fiscal guidance constraints are translated into achievable packages called Programs. Programming finds the best match between warfighting requirements

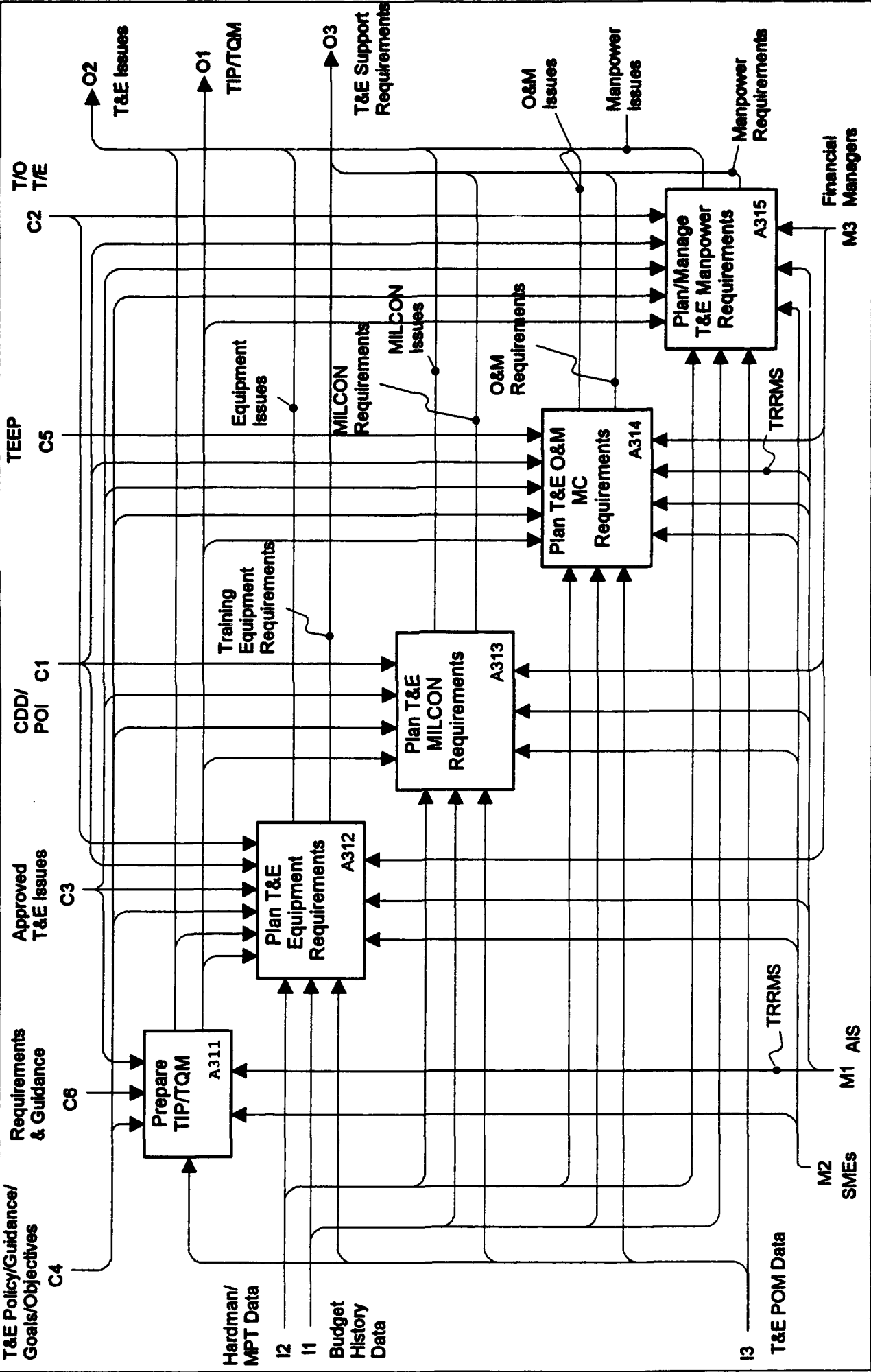
and available resources.

Budgeting - Budgeting is the actual execution of plans and programs and the application of available resources.

During data collection for development of the A3 node, T&E functional managers and HQMC programming and budgeting subject matter experts felt that, in general, resource requirements for T&E programs do not compete well in the Marine Corps, Navy, and OSD POM process. They felt that the training establishment lacks an objective process that can (1) document and quantify resource deficiencies and requirements; (2) perform an assessment of training readiness based on the impact of T&E deficiencies on CINC, Navy, Marine Corps, and MAGTF mission capability requirements, unit mission essential tasks, and unit mission performance standards; and (3) prioritize requirements based on value added to training readiness.

The training equipment assessment and resourcing process shown in A3211 is based on MCMP priorities and based on value added to MAGTF missions. A similar objective process for all T&E programs would strengthen the T&E POM input.

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NODE: A31	TITLE: Plan/Manage T&E Resources	VIEWPOINT: T&E Program Manager
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A31: Plan/Manage T&E Resources

Training and Education resource requirements are derived primarily from two sources; Marine Corps force structure and emergent requirements. The MCMP, MPLAN and SEMP lead to determination of Marine Corps force structure. Force structure identifies strength and major equipment requirements which drive manpower, equipment, and facility plans. Manpower, equipment, and facility plans must be supported by training and education plans. A deficiency is identified when the current T&E process cannot accommodate requirements.

A311 Prepare TIP/TQM

The Training Input Plan/Training Quota Memorandum (TIP/TQM) is developed to support the training and education requirements of manpower plans. The TIP identifies the number of Marines, by student type and MOS, to be trained under HQMC control. Major considerations are occupational field sponsor requirements, primary MOS requirements, other than primary MOS requirements, and other Service requirements. The Training Requirements and Resource Management System (TRRMS) assimilates these requirements and schoolhouse resource issues and produces the TIP. After the TIP is validated, the Training Quota Memorandum is prepared which is the formal authorization to conduct training. The TQM is an execution order that schedules and assigns quotas for each course of instruction. The TQM is an input to the By Name Assignment (BNA) system which assigns individual Marines to specific courses of instruction.

During discussions with subject matter experts, some individuals expressed concern that the TIP was less of a requirements plan but instead was more reflective of schoolhouse constraints. Outyear figures reflect requirements which are considered for

resourcing during POM development. Execution year figures should reflect previous POM/budget decisions. When this happens, the process is in balance. The TIP will reflect requirements but the execution input reflects capacity and other constraints. The T&E Division does not have a process for validating the TIP input provided by HQMC staff agencies and OccField Sponsors.

A312, A313, and A314 Plan T&E Equipment, MILCON, and O&M Requirements

T&E equipment, MILCON, and O&M requirements are largely the result of force structure requirements, the TIP/TQM (which itself is developed from force structure requirements), approved T&E issues (such as current deficiencies, scheduled exercise requirements, System's Command requirements, etc.), course data descriptions and plans of instruction, and tables of organization/tables of equipment. T&E resource requirements identified in the planning process compete for available resources in the programming process.

A315 Plan/Manage T&E Manpower Requirements

The T&E Division coordinates with HQMC M&RA to manage the T/Os of training organizations on a daily basis. Within T&E end strength controls, manpower is allocated to meet current and anticipated needs. Outyear planning is coordinated with M&RA for input to the POM.

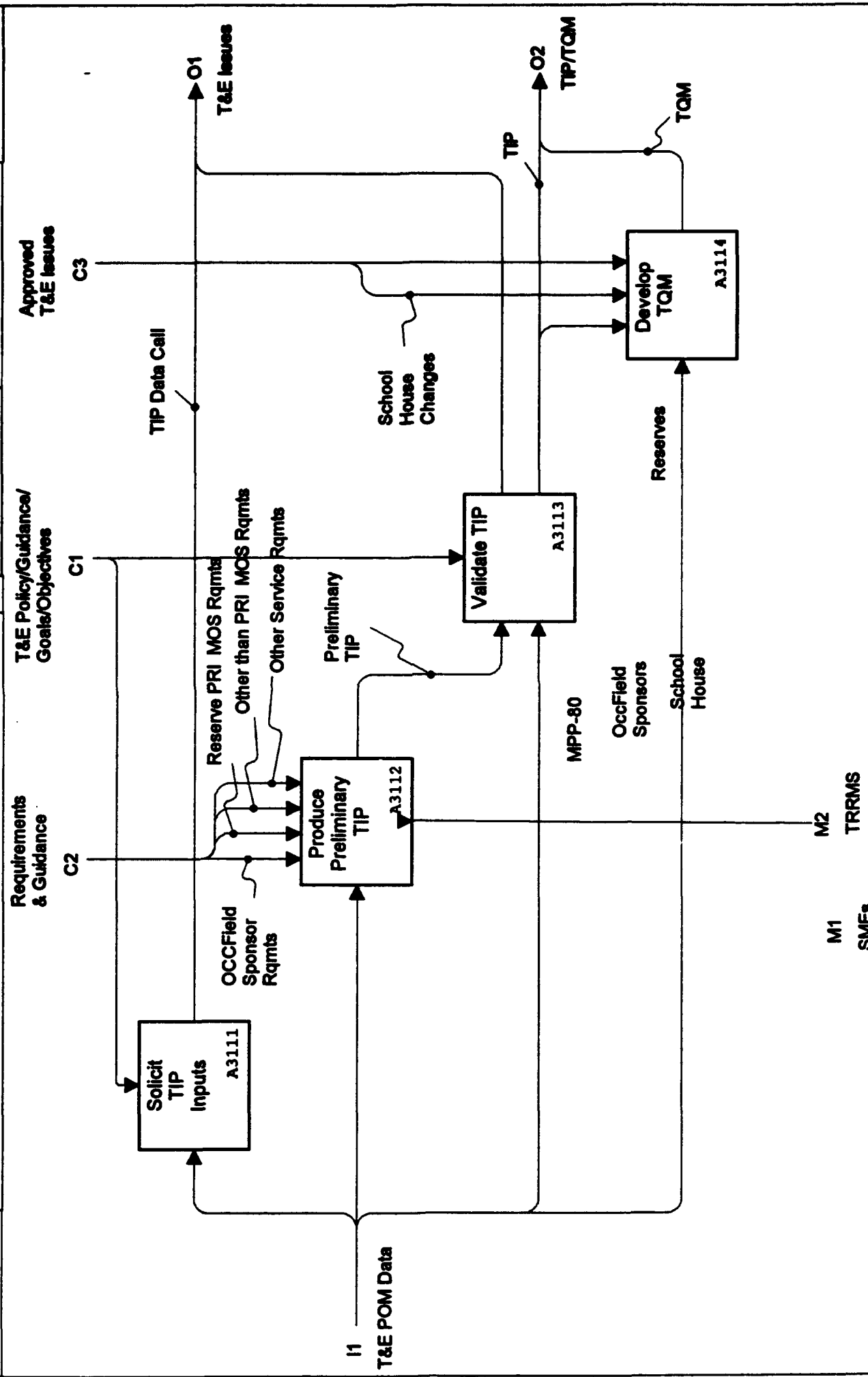
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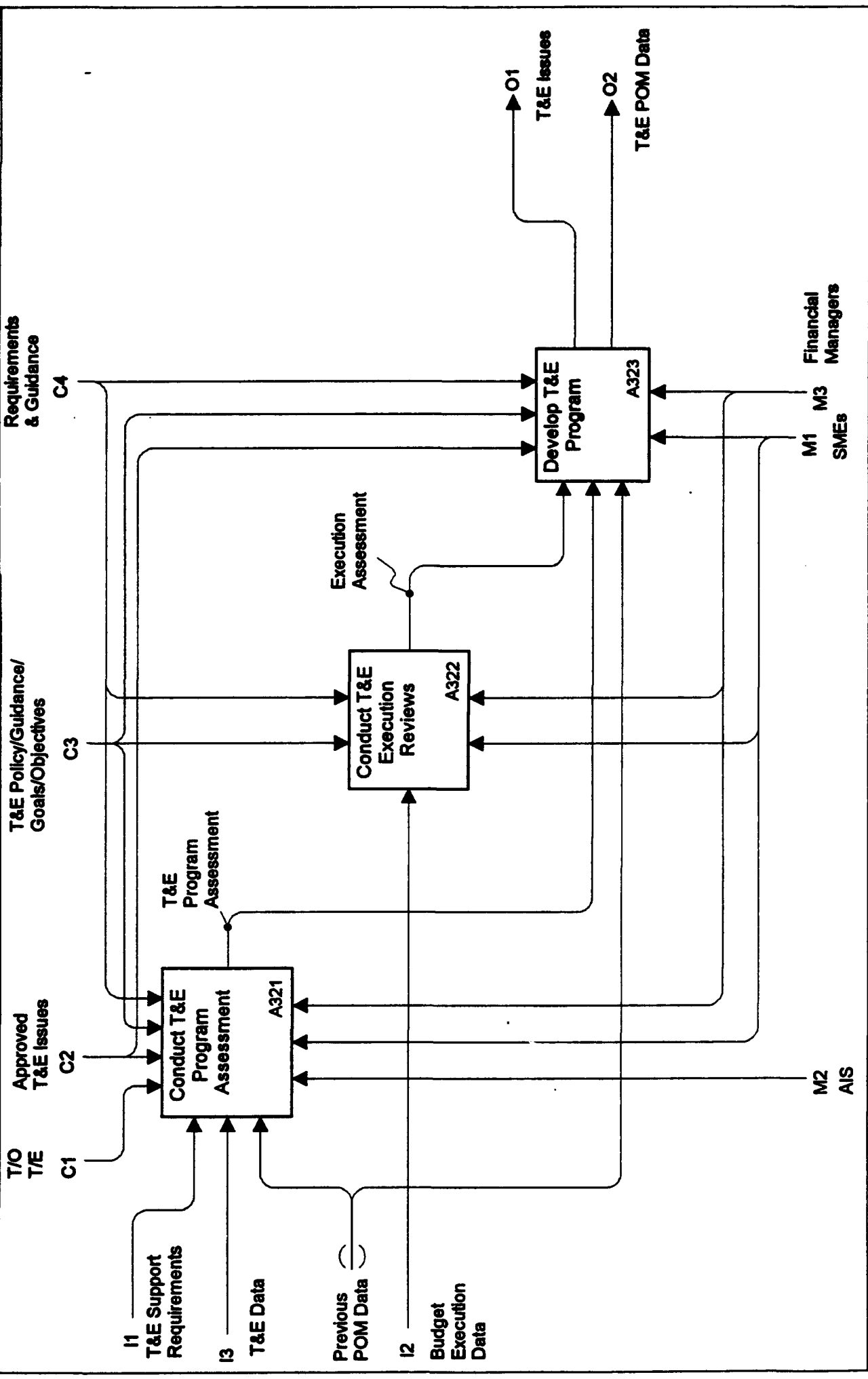
Technical Report

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NODE: A311	TITLE: Prepare TIP/TQM	VIEWPOINT: T&E Program Manager
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NODE: A32	TITLE: Develop T&E POM	VIEWPOINT: T&E Program Manager
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A32: Develop T&E POM

T&E POM development is accomplished through program assessments, execution reviews, and program prioritization.

A321 Conduct T&E Program Assessment

T&E assessments are conducted for each of the funding appropriation categories, equipment, O&M, MILCON, and manpower.

A3211 Conduct Training Equipment Assessment

Training Equipment includes the training devices and simulators for combat environment training, command and control training, equipment operator and maintenance training, training ranges and targets, training systems support, and audio visual production and services. The Training Equipment Assessment is the most rigorous of the T&E assessments. It links requirements to the numbered capabilities of the Marine Corps Master Plan and MAGTF Mission Areas, and identifies implementing actions within capability sets. Program requirements are prioritized according to their capability contribution, building from the most deficient capability set.

A3212 Conduct O&M, MC Program Assessment

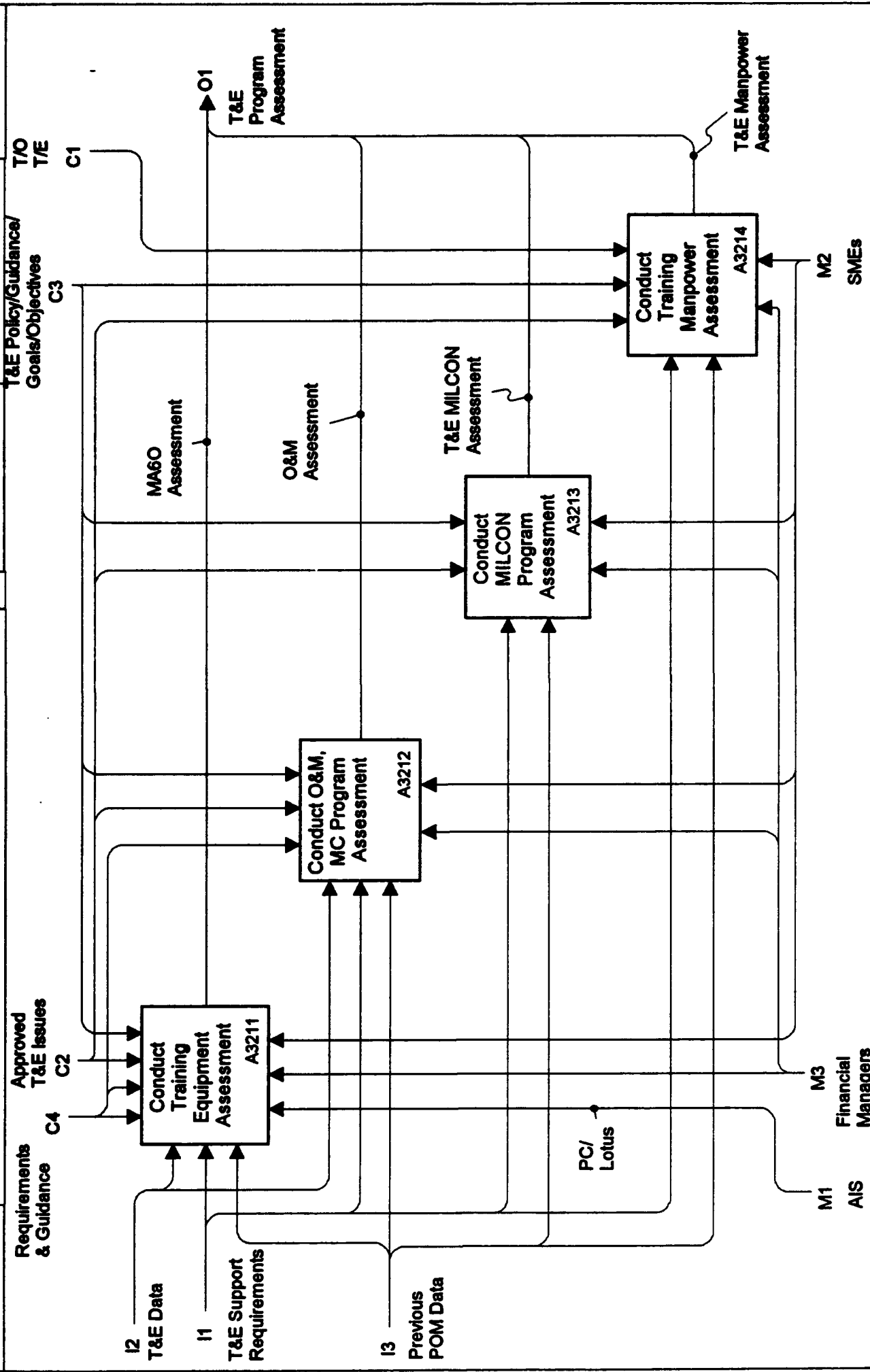
O&M program requirements are prioritized according to the source of the requirement, support category, and mission benefit. The source of the requirement is identified as either legally mandated or militarily mandated. Four Support Categories are defined and linked to attaining a specified SORTS level. The four categories are identified as either "Essential" or "Auxiliary". Mission benefit is indicated in nine increments (0-9) ranging from "no perceived benefit" to "very strong benefit". Missions are not identified but are

grouped and assessed according to "achieving the mission".

A323 Develop T&E Program Requirements

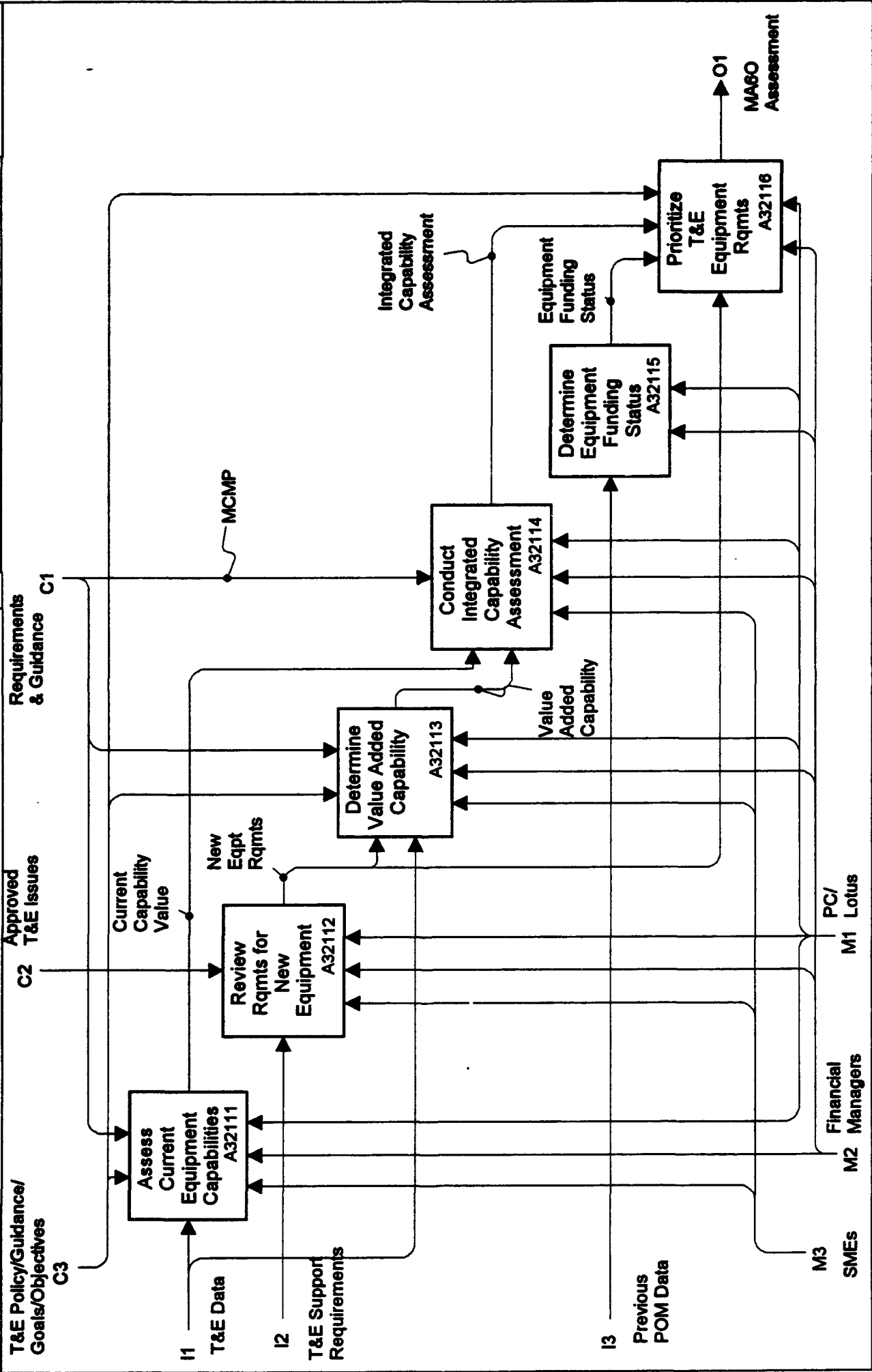
T&E program requirements are prioritized by a T&E Program Committee and put into bands representing core and above core. T&E program requirements are submitted to Program Evaluation Groups (PEG) who establish relative benefit values and forward approved results to the Marine Corps POM Working Group (PWG). The PWG performs a detailed cost-benefit analysis and forwards a recommended program to the Program Review Group (PRG) who examines the recommended "green" program vs. "blue" and blue-in-support-of-green" program. The Commandant's Committee reviews the program recommended by the PRG and makes the final program recommendation to the Commandant.

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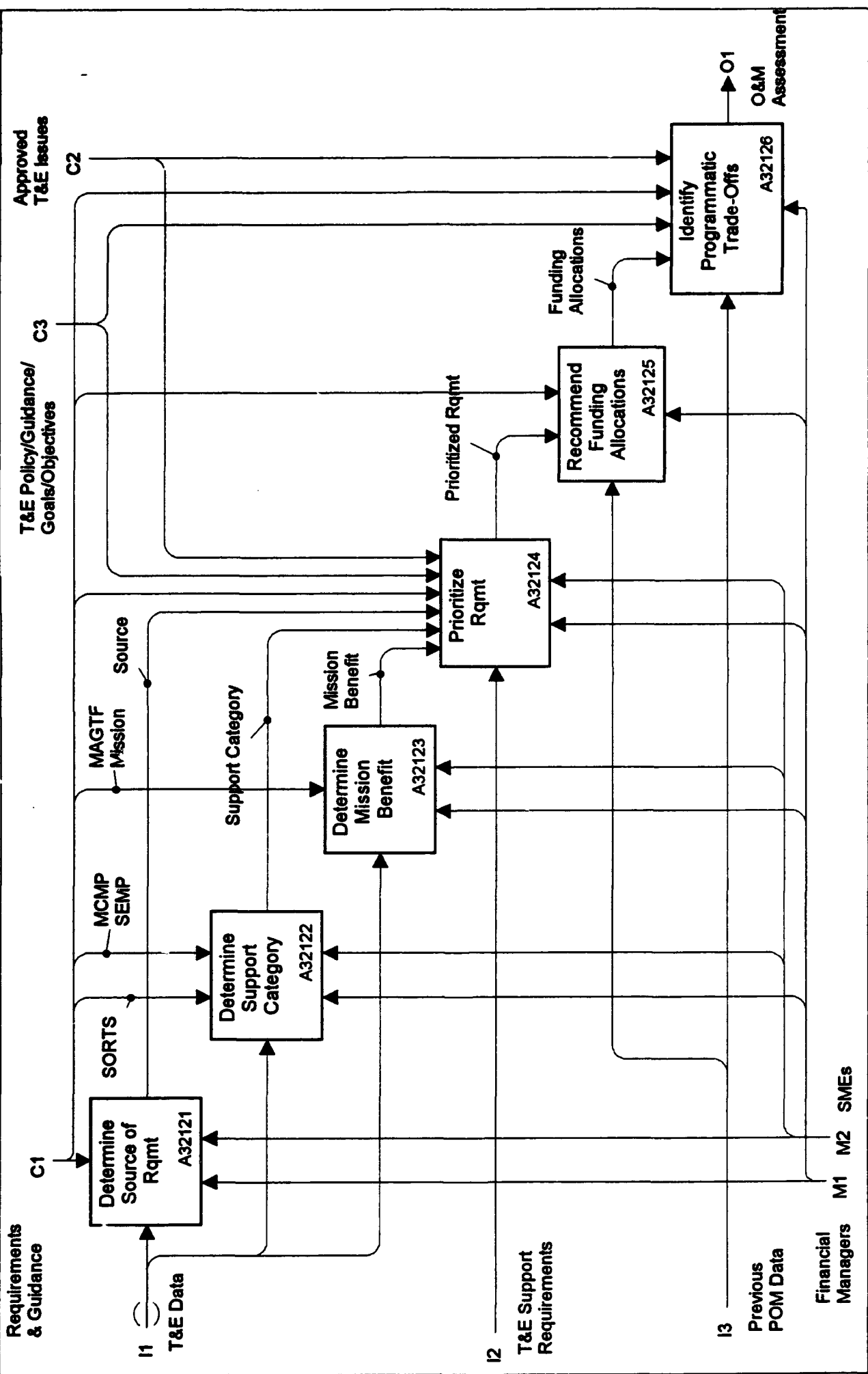


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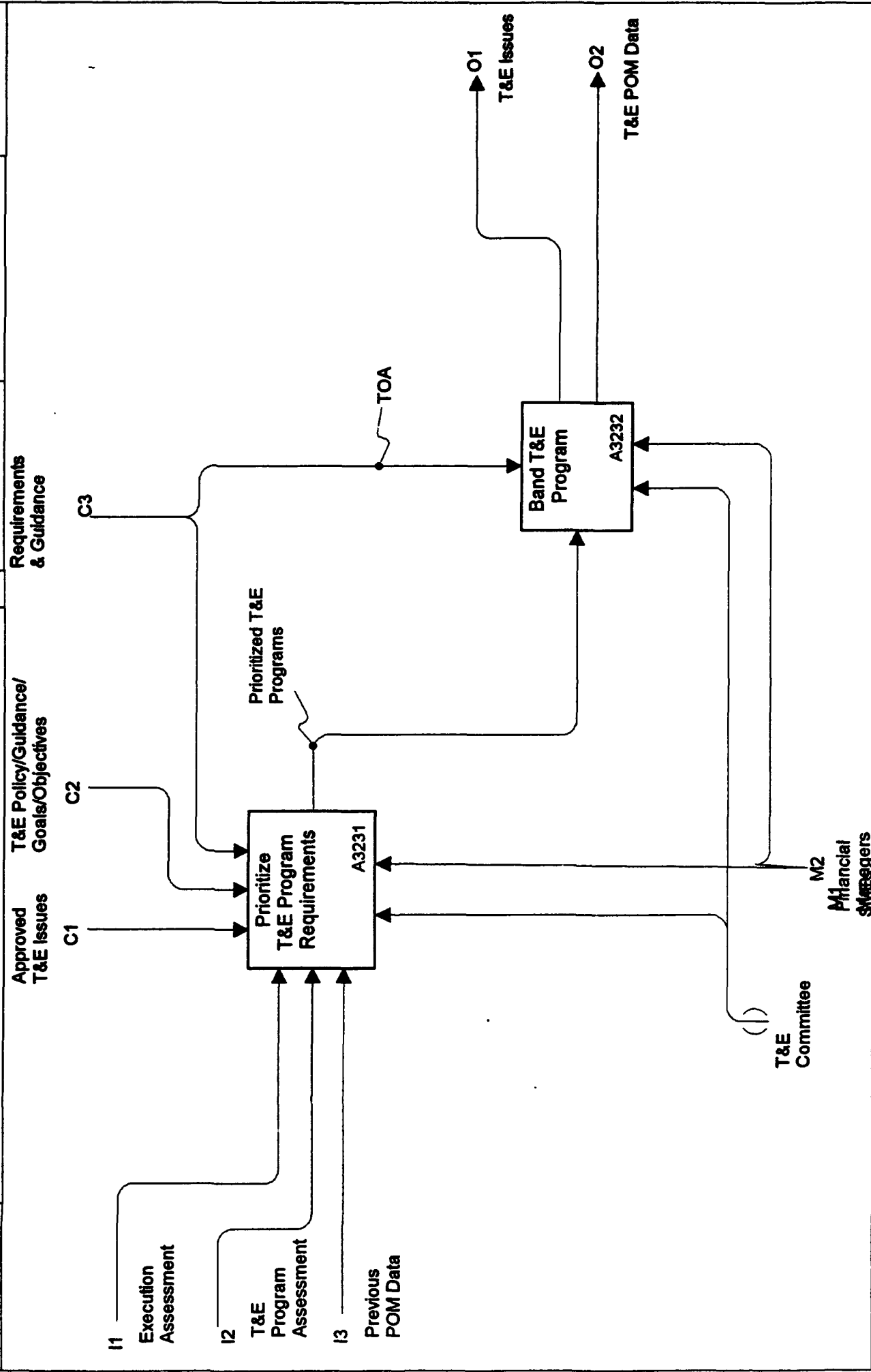
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NODE: A3211	TITLE: Conduct Training Equipment Assessment	VIEWPOINT: T&E Program Manager
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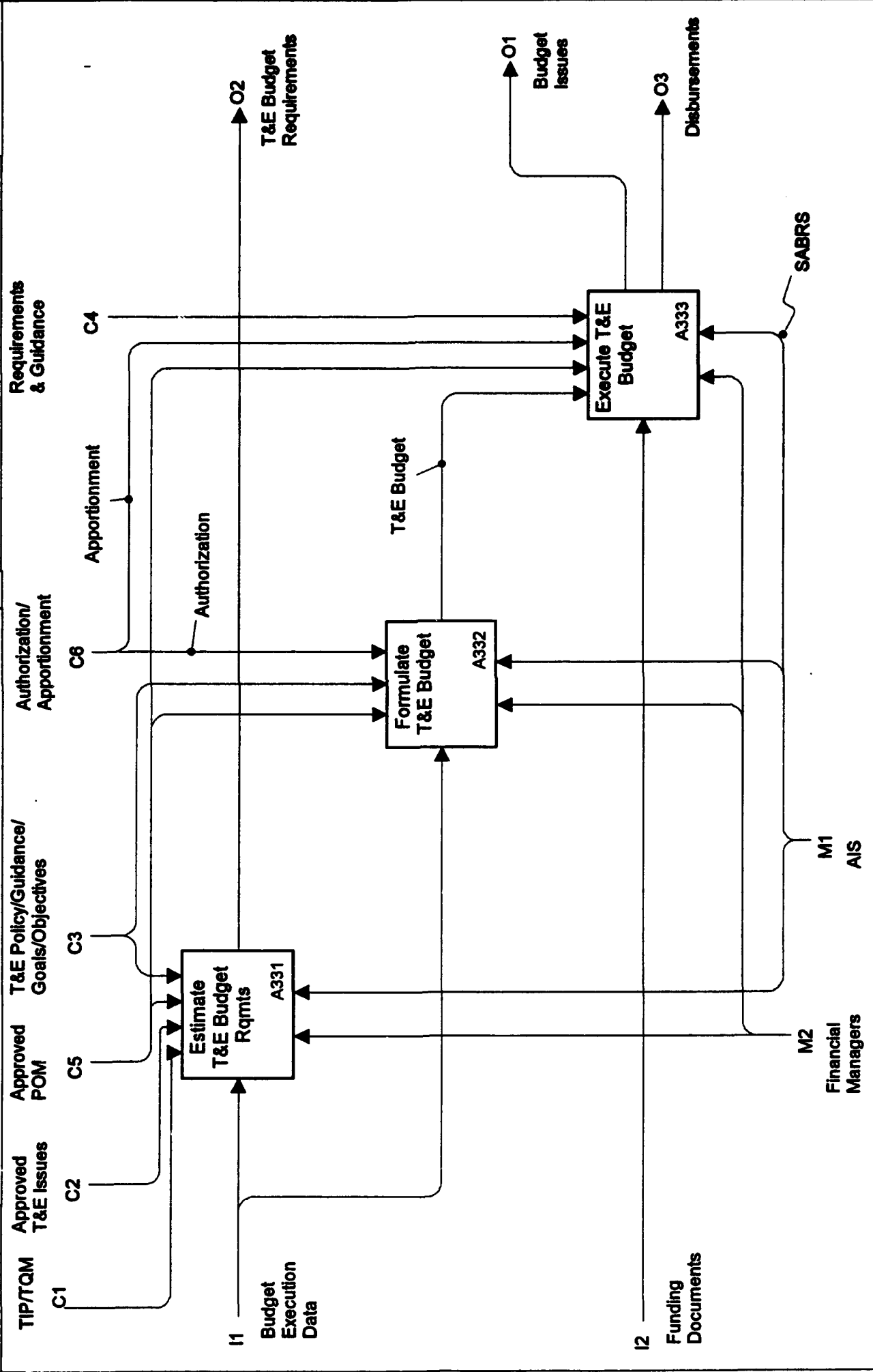


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NODE: A323	TITLE: Develop T&E Program	VIEWPOINT: T&E Program Manager
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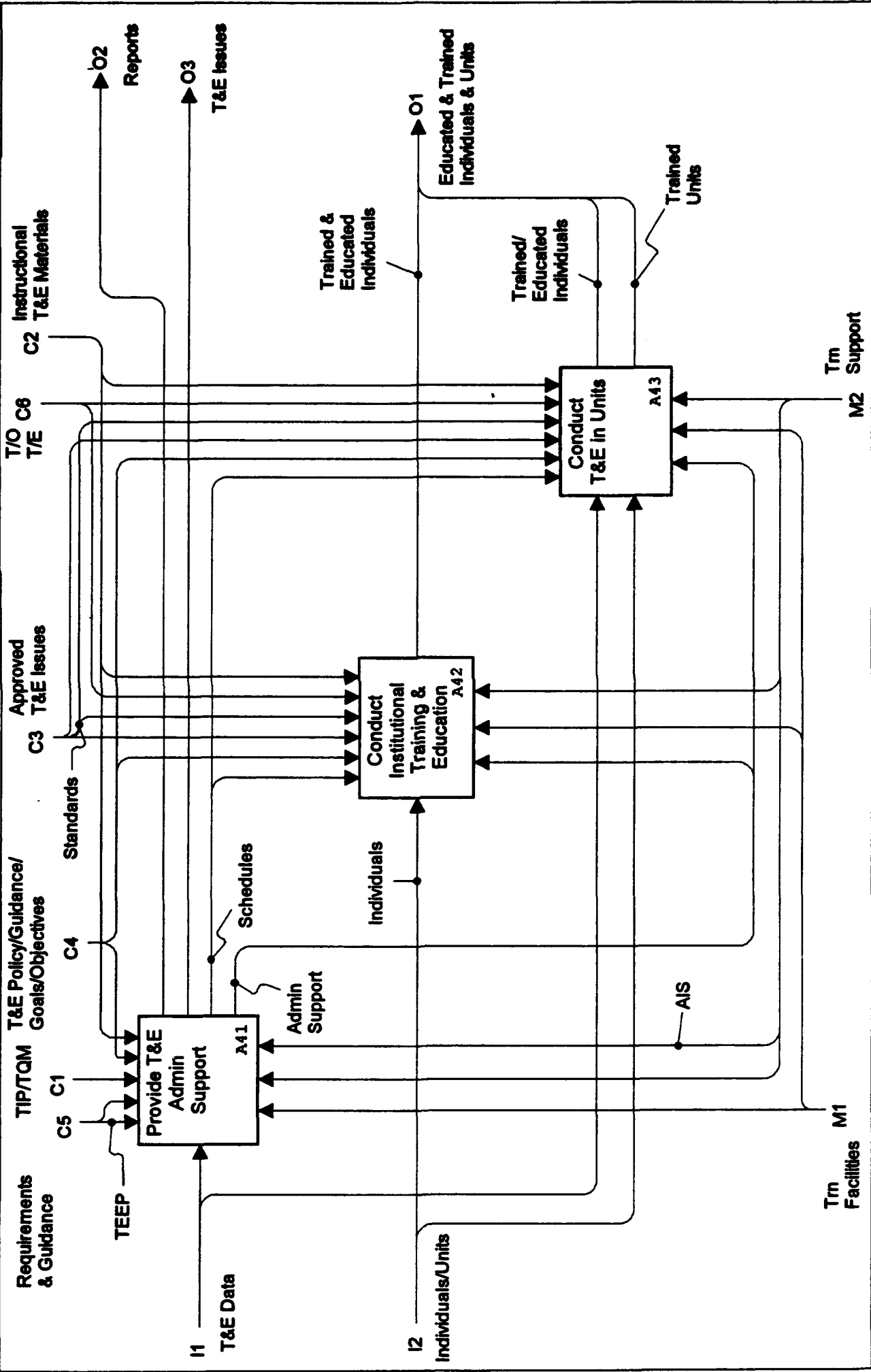


NODE: A33	TITLE: Budget T&E Resources	VIEWPOINT: T&E Program Manager
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A33: Budget T&E Resources

Once the Marine Corps POM has been approved by the Navy and the OSD program offices, T&E commands prepare budget submissions based on the approved program. Budget submissions are forwarded to the Department of the Navy for review. Once approved by the Secretary of Defense, the DoD Budget is forwarded to the President for signature and then to Congress for authorization and appropriation. After Congress appropriates funds, the Services issue funding apportionments to T&E commands who execute the budget. As the budget is executed, and unprogrammed, emergent requirements surface, resource issues are developed and forwarded, via the chain of command for funding relief. Resource issues that are not resolved in execution are evaluated during planning and programming for the next POM/budget cycle.

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	PROJECT OFFICER: Capt. A.V. Scott, USMC		REV NO:	RECOMMENDED			<input type="checkbox"/>
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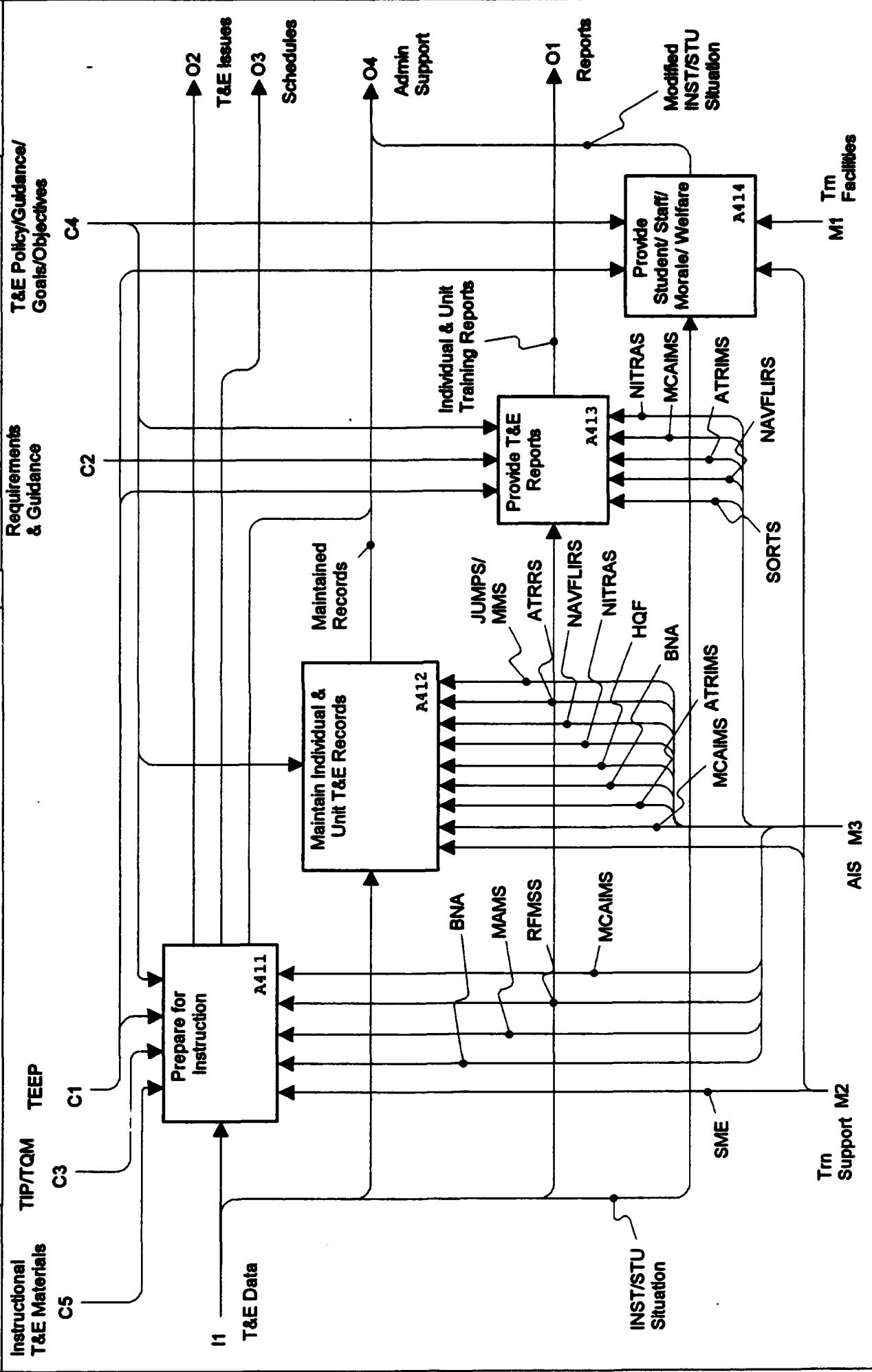


NODE: A4	TITLE: Implement T&E	VIEWPOINT: T&E Program Manager
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A4: IMPLEMENT TRAINING AND EDUCATION

Providing administrative support and conducting institutional training and training in units are the major activities of implement training and education. The purpose of the implement phase is the effective and efficient delivery of instruction to promote understanding of material, to achieve mastery of learning objectives, and to ensure a transfer of knowledge from the instructional setting to the task.

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NODE: A41	TITLE: Provide T&E Admin Support	VIEWPOINT: T&E Program Manager
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A41: Provide T&E Administration Support

Administrative support includes; gathering all the material for delivery of instruction; preparing the classroom or training site; arranging for support personnel, equipment, and devices; maintaining individual and unit training records; and providing for the morale and welfare of students and staff.

A411 Prepare for Instruction

Preparation involves all those activities that instructors and support personnel must perform to ready themselves for delivering the instruction. Personnel must be rehearsed and the materials and instructional environment prepared to maximize transfer of learning from instructional setting to the job.

A412 Maintain Individual & Unit T&E Records

Trainers note the results of performance evaluation of individuals in appropriate records. They record the results of collective training in after action reports or appropriate records as determined by the unit SOP. Selected individual training information is maintained in JUMPS/MMS.

Various automated and manual training and education information systems and reports have been compiled as part of this project and will be evaluated as to their utility for inclusion in the MCTRSS.

The A412 activity is supported by many stovepipe information systems. These systems are not integrated nor do they share a common database. Reports generated from individual and unit training records can produce inconsistent or conflicting information.

The ACE currently has a system (T & R Manual and MATMEP) that allows them to track individual MOS task training beyond the schoolhouse and is transferable throughout the Marine Corps. The GCE and CSSE do not have a comparable system.

A413 Provide Reports

The training and education process thrives on reports generation. Some examples of required T&E reports are: SORTS, MCCRES, Battalion Training Days, Military Manpower Training Report (MMTR), After Action Reports, Lessons Learned, Commander's Evaluations.

A414 Provide Student/Staff Morale & Welfare

Factors in the training environment that may impact and individual or a unit's ability to train. They include personnel turbulence, MOS mismatch, education, billeting and discipline.

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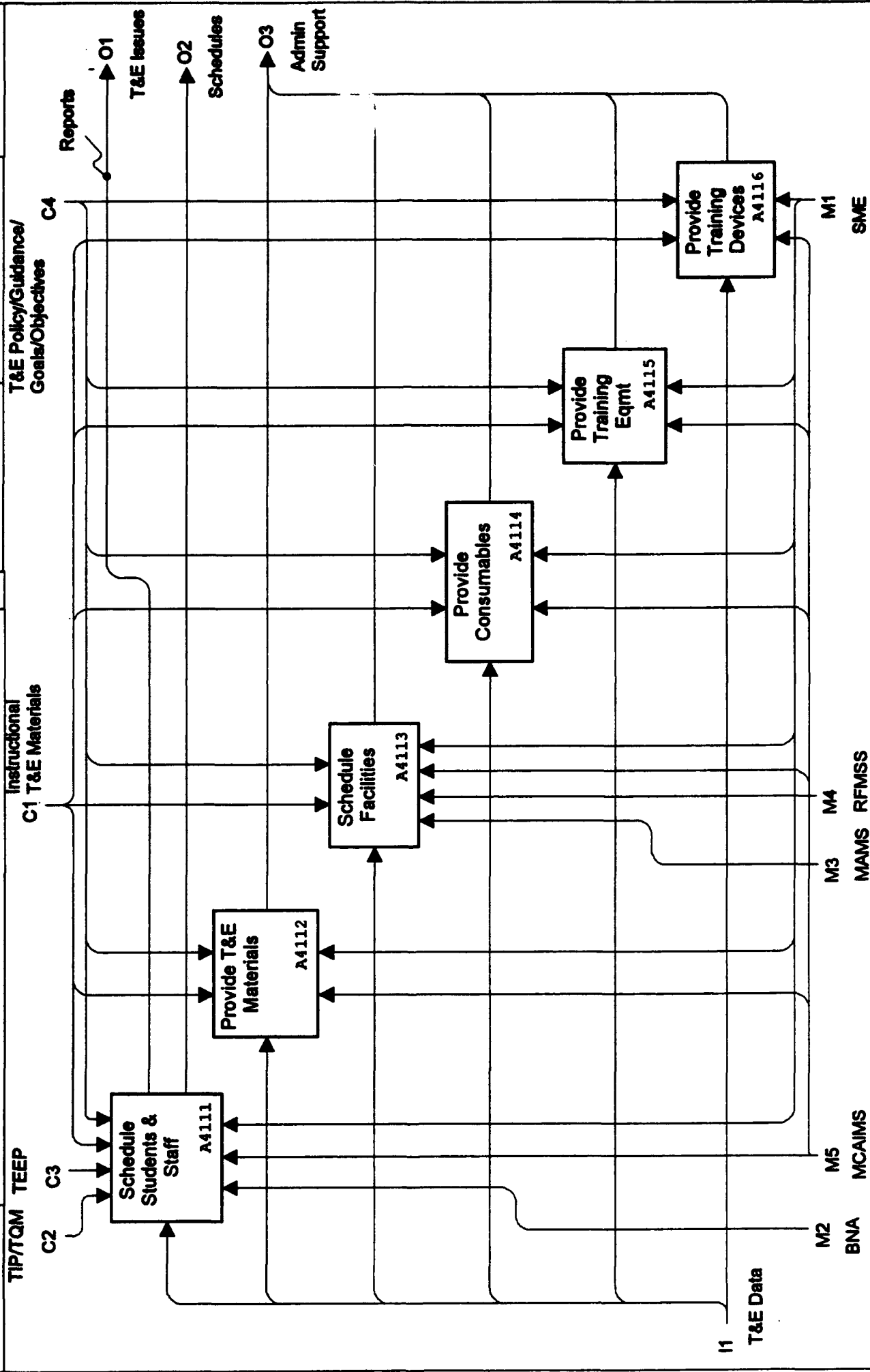
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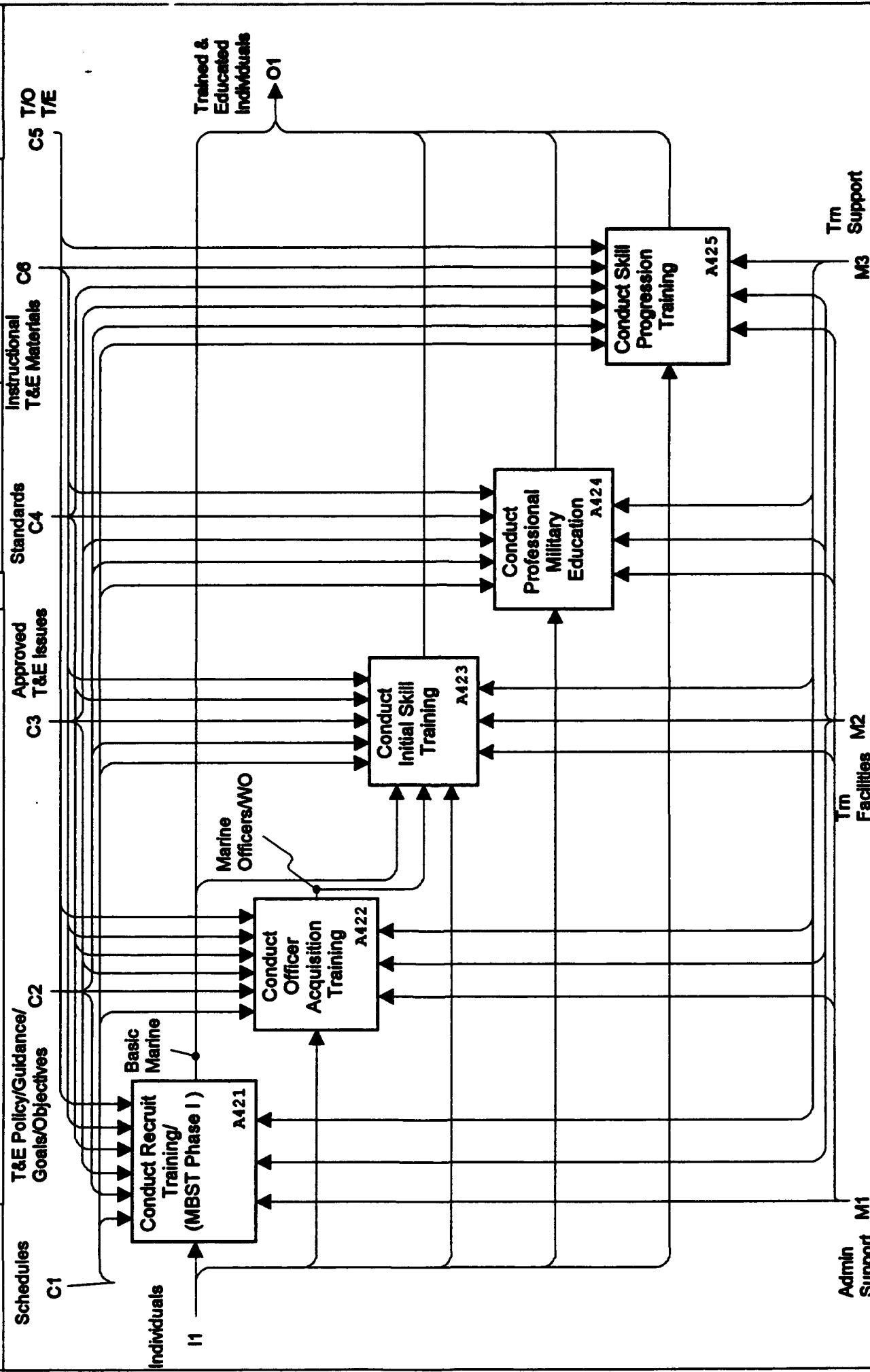


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	PROJECT OFFICER: Capt. A.V. Scott, USMC		REV NO:	RECOMMENDED		
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NODE: A411	TITLE: Prepare for Instruction	VIEWPOINT: T&E Program Manager
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NOTE: A42	TITLE:	VIEWPOINT: T&E Program Manager
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A42: Conduct Institutional T&E

A421 Conduct Recruit Training

All recruit training is governed by minimal, unwaiverable standards or performance which every recruit must achieve in order to graduate. Each individual entering the Marine Corps receives training designed to develop spirited, disciplined, highly motivated Marines who are qualified in basic combat skills that enable them to defend themselves in a combat zone; physically conditioned; drilled in the fundamentals of being a Marine; knowledgeable of rights and responsibilities of being a Marine; knowledgeable of rights and responsibilities under the international body of law governing warfare, and who are prepared to undergo further individual training. Marine Battle Skills Training (MBST) Phase I is conducted in conjunction with Recruit Training. Recruit Training is conducted at Marine Corps Recruit Depots, San Diego, California and Parris Island, South Carolina.

A422 Conduct Officer Acquisition Training

Officer Acquisition Training consists of Pre-Commissioning Training and Officer Basic Training. Pre-Commissioning Training is that training necessary to screen and identify those candidates who qualify for a commission as a Marine Corps Officer. Programs that offer this training are:

- Officer Candidate Course
- NROTC
- USNA, USMA and USAFA
- Platoon Leaders Course
- Marine Enlisted Commissioning Program
- Enlisted Commissioning Program

A423 Conduct Initial Skill Training

Initial Skill Training is training undertaken by each Marine subsequent to Recruit and Officer Acquisition Training to initially qualify for a military occupational specialty (MOS) beyond the basic MOS. Upon successful completion of officer acquisition training, officer candidates are commissioned as 2nd Lieutenants, USMC/USMCR and attend Officer Basic Training. Officer Basic Training is conducted at The Basic School (TBS), Quantico, Va.

Initial skill training may be conducted in institutions such as formal schools, or in units as managed on the job training (MOJT) for enlisted Marines. This subcategory may include training received by those individuals making a lateral move from one occupational field to another. Marine Combat Training (MCT), Phase II of MBST is conducted in conjunction with Initial Skill Training.

Some attrited individuals from one training track are absorbed into other training tracks with the end result being an MOS trained individual.

A424 Conduct Professional Military Education

Professional Military Education is training and education which provides Marines with the knowledge and attitudes necessary for increased grade and responsibility. Unlike skill progression training which leads to a specific skill, PME increases overall professional competence in general military education as presented in noncommissioned officer courses, staff noncommissioned officer academies, Amphibious Warfare School, Command and Staff College, War College, Joint/Service/International/Civilian schools, seminars and symposia, and self study.

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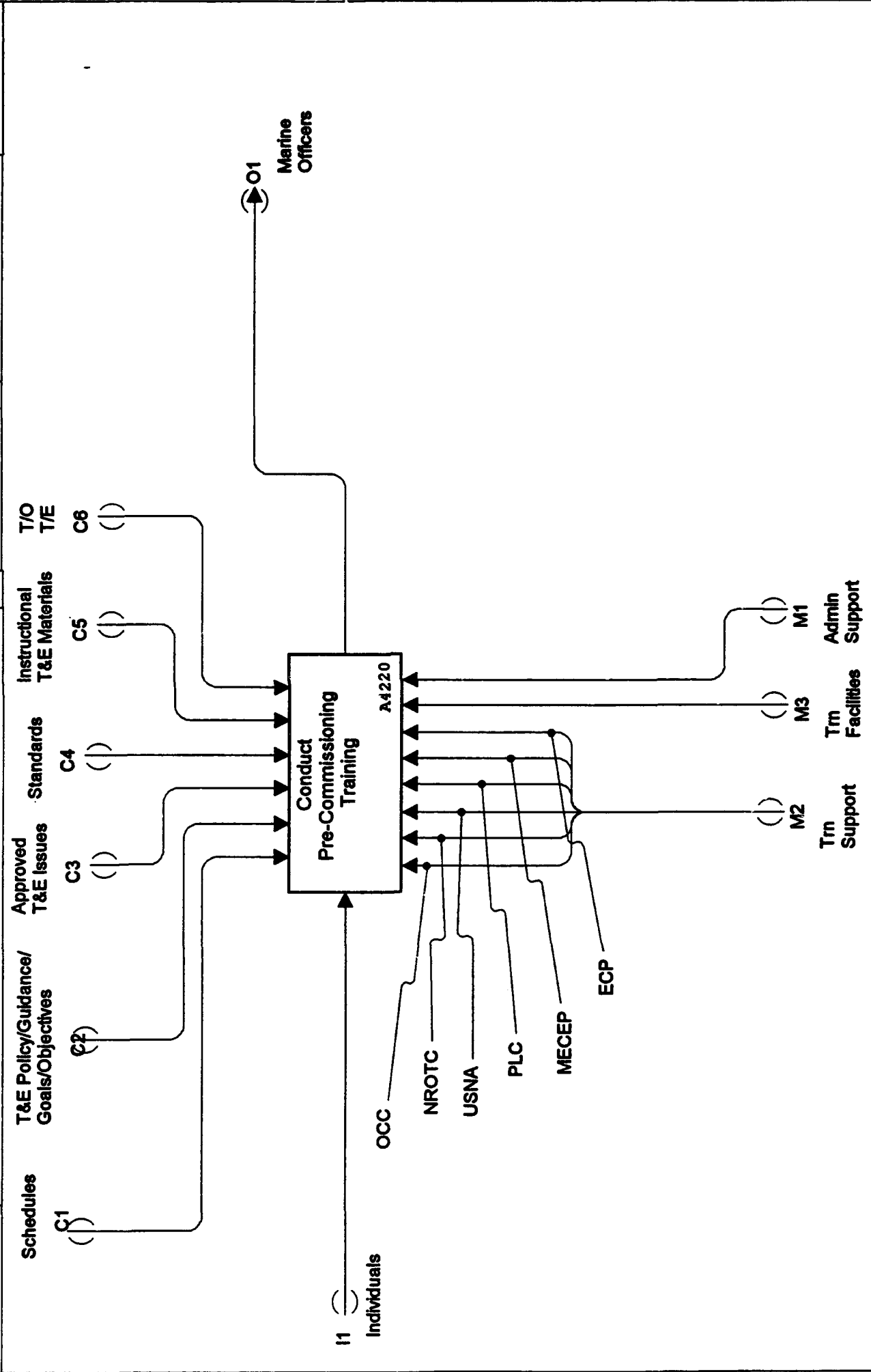
A425 Conduct Skill Progression Training

Skill Progression Training is training received subsequent to initial skill qualification training, which provide Marines with additional skills and knowledge in their MOS to perform at a higher skill level or in a supervisory position. Marines must be proficient in the basic skills required to perform jobs under battlefield conditions. To achieve results, all training should be performance-oriented. As performance levels increase, the conditions under which tasks are performed become more demanding while standards remain constant.

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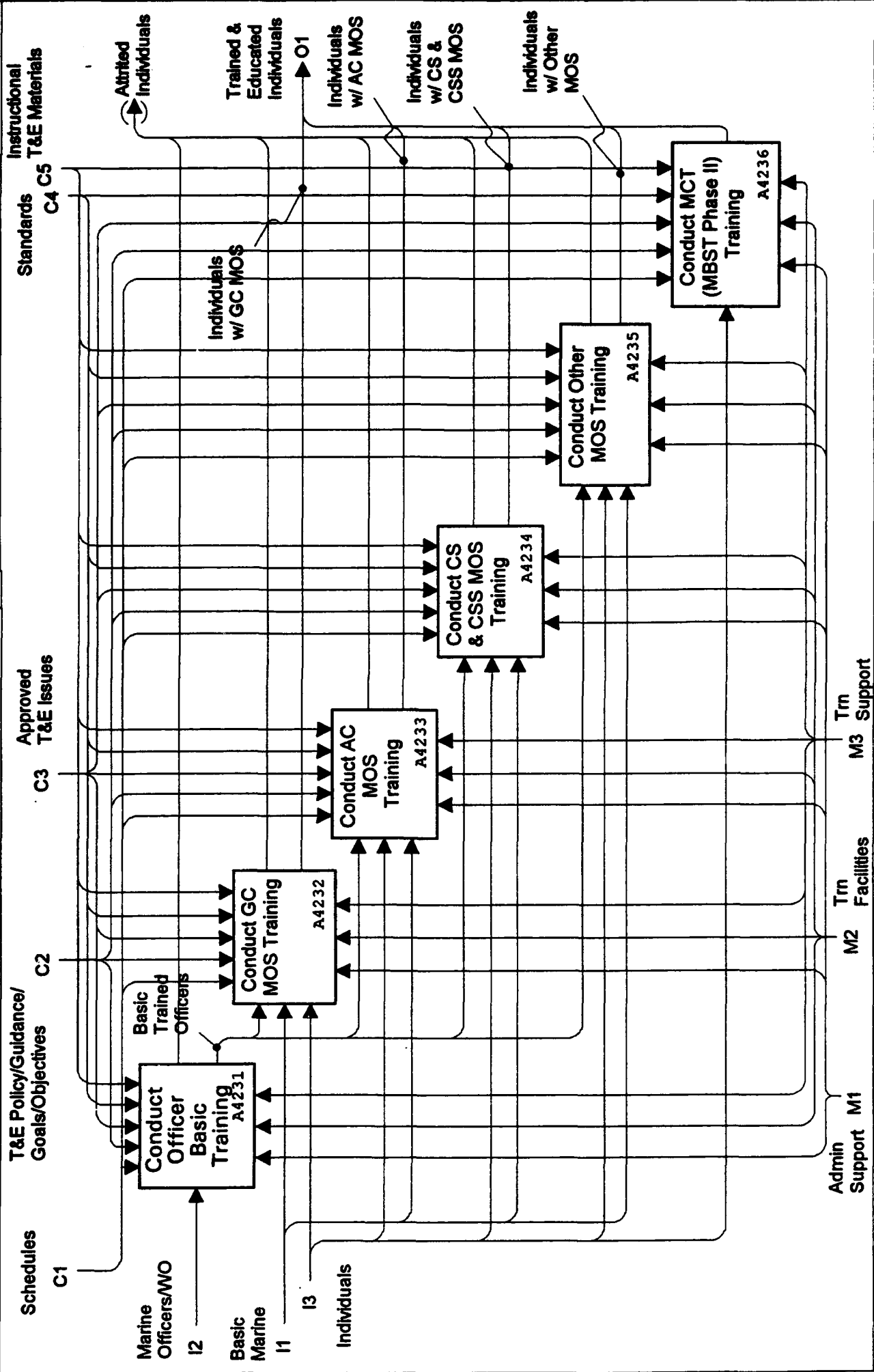


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	PROJECT OFFICER: Capt. A.V. Scott, USMC		REV NO:				
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NODE: A422 TITLE: Conduct Officer Acquisit	VIEWPOINT: T&E Program Manager
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ELECTRONIC FILE NAME: G1 .IDD	AUTHOR: IBES, Inc.; SSI, Inc.		DATE: 10/8/93	WORKING	READER	DATE	CONTEXT:
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NODE: A423	TITLE: Conduct Initial Skill Training	VIEWPOINT: T&E Program Manager
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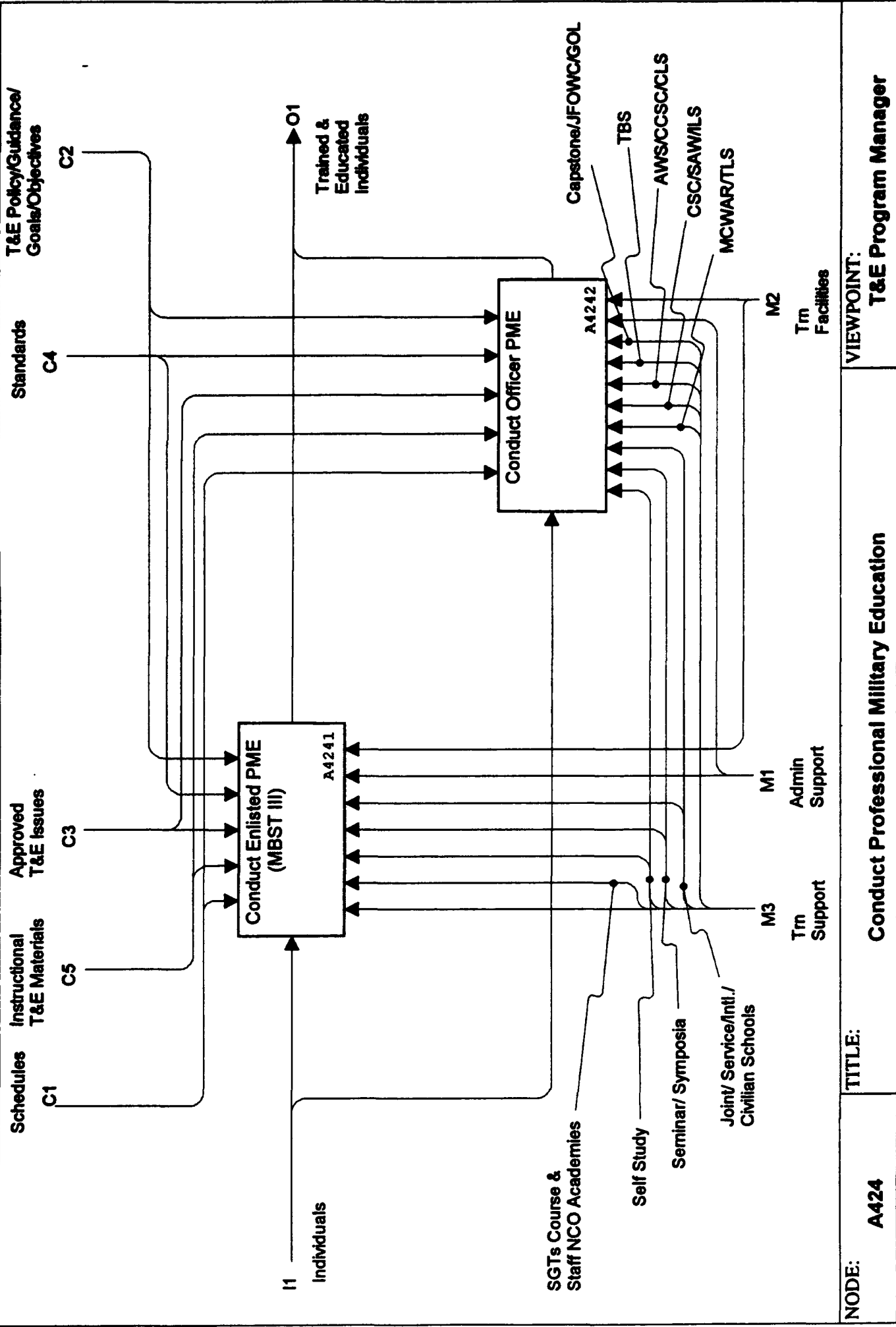
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PROJECT OFFICER: Capt. A.V. Scott, USMC

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NODE: A424

TITLE: Conduct Professional Military Education

VIEWPOINT: T&E Program Manager

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T&E Policy/Guidance/Goals/Objectives												Standards											
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A43 Conduct T&E In Units

The focus of T&E in Units is to prepare individual Marines, teams, and units to perform assigned tasks and other duties at the desired level of proficiency. Marines must be proficient in the basic skills required to perform jobs under battlefield conditions. To achieve results, all training should be performance-oriented. As performance levels increase, the conditions under which tasks are performed become more demanding while standards remain constant.

A431 Conduct Individual Skill Training

Individual training occurs on a continual basis and is fully integrated into collective training. Tasks are trained to meet standards, not merely to occupy the time programmed on the training schedule.

A432 Implement Unit Training Situations

Unit training situations consist of drills, exercises, simulation, and wargames. Training exercises combine individual skills, leader skills, drills, and weapon system proficiency. Exercises reinforce and sustain proficiency in individual and collective skills in units. In addition, exercises provide training on collective tasks and integrate all elements of the combined arms team.

A433 Conduct Mission Oriented Training

Mission Oriented Training is training, both individual and collective, which provides Marines with skills, knowledge, and attitudes necessary to discharge their duties in support of a unit's mission. The unit combat mission is the basis for the development of tasks and the specific standards to which each task must be executed. Units are taught these tasks according to prescribed collective and

individual training standards set forth in MCCRES and Individual Training Standards System (ITSS).

Command and control training sustains proficiency for leaders, staff, and individual Marines. It reinforces common skills and those particular to duty positions. It trains each echelon to respond to the needs of higher, adjacent, and attached combat, combat support, and combat service support units. One of the prime purposes of training exercises is to teach leaders to orient on the needs of subordinate units in a sequence of timely troop leading steps that allow units to execute the mission properly. The three categories of command and control training are battle training, survivability training, and combined arms training.

(1) Staff Training- Battle Staff Training allows commanders and their staffs to fight simulated battles in diverse command post (CP) configurations under realistic combat conditions as smoothly functioning teams.

(2) Survivability Training- Survivability Training ensures proficiency during intense and continuous combat. It ensures that individual Marines and teams can operate effectively in a variety of situations. It involves those routine tasks that units must perform well to ensure their survival.

(3) Combined Arms Training- Proficiency in combined arms training is required for units, staffs, and commanders to fight and win battles. Examples of systems required to be integrated into training are:

- Fire support
- Intelligence

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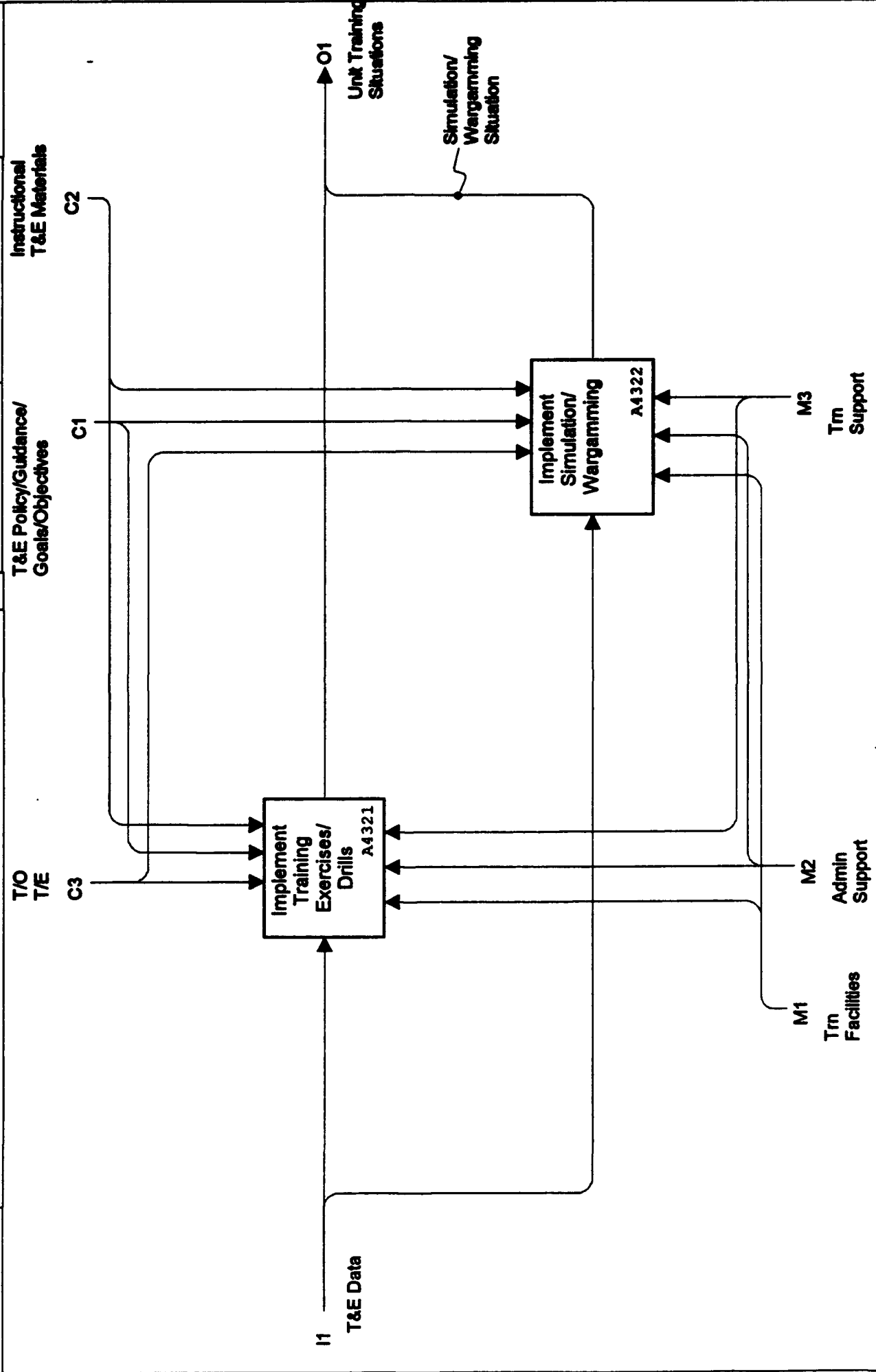
- Electronic warfare
- Airspace management
- Air defense
- Ground maneuver
- Antiarmor
- Combat support
- Combat service support.

A434 Conduct Related Training

Related Training is training which augments, supports, or adds to other individual training conducted at the unit level. Related training includes, but is not limited to, troop information, drug and alcohol abuse control, traffic safety, etc.

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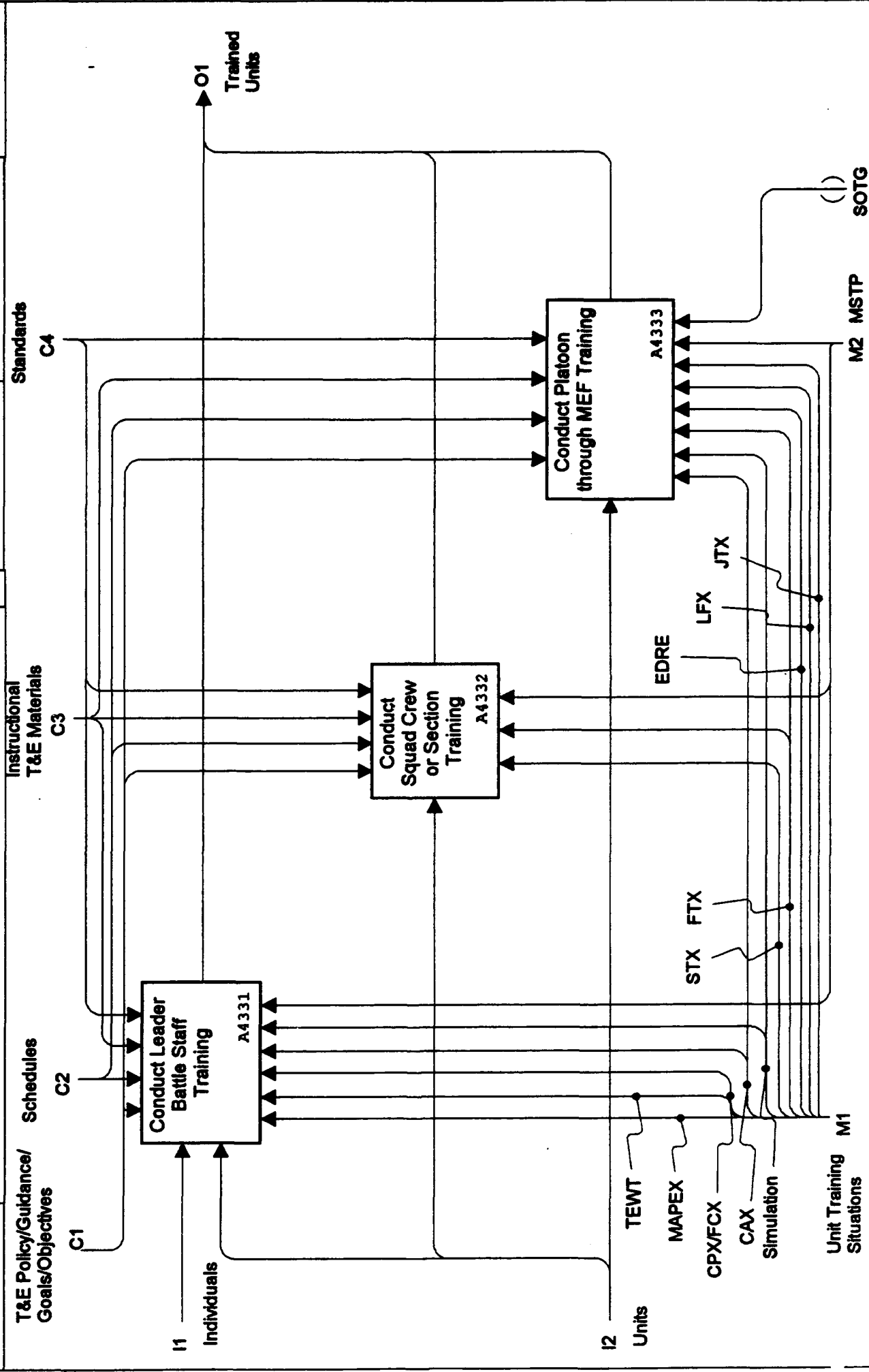


NODE: A432	TITLE: Implement Unit Training Situations	VIEWPOINT: T&E Program Manager
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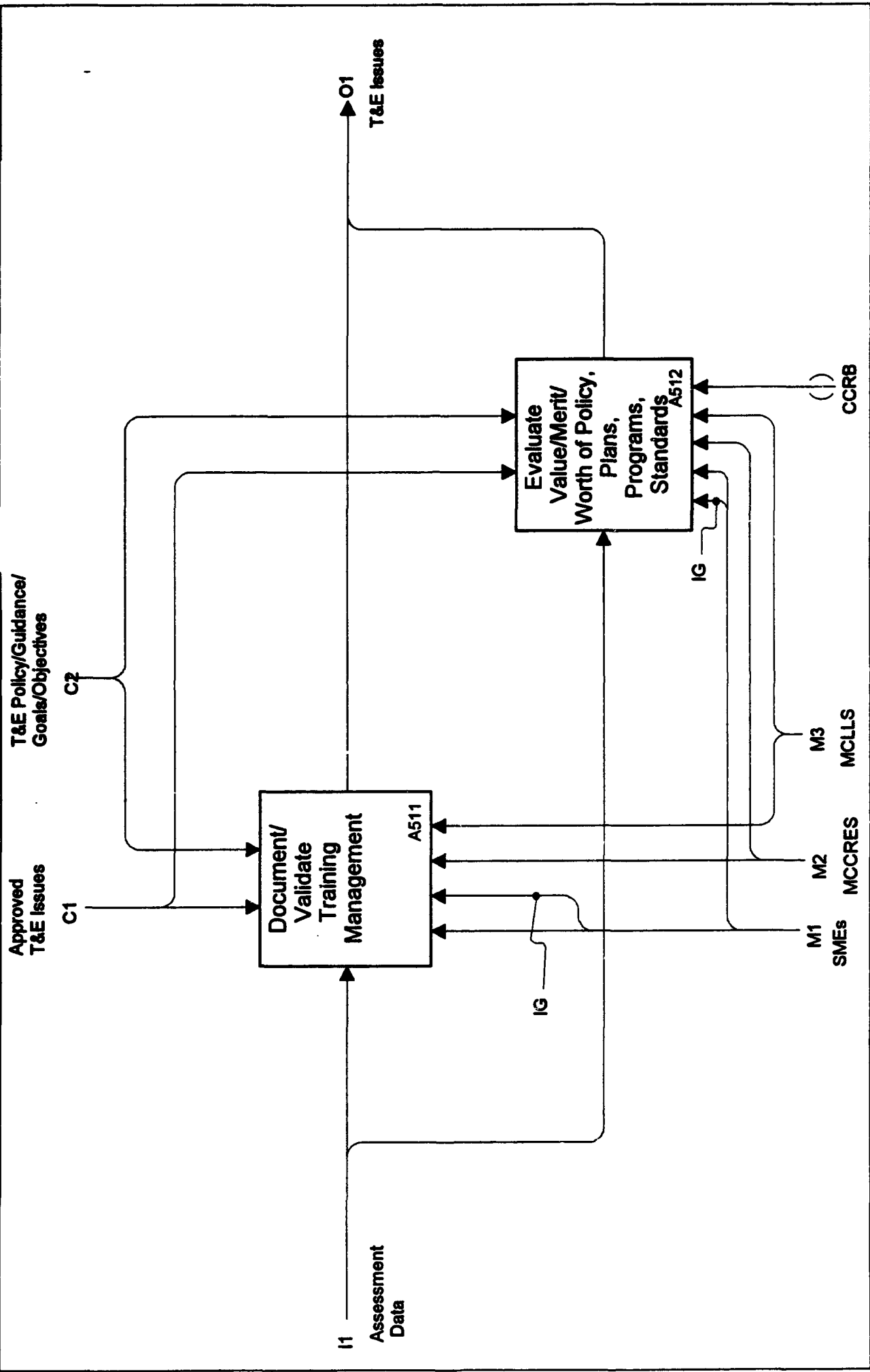


NODE:	A433	TITLE:	Conduct Mission Oriented Training	VIEWPOINT:	T&E Program Manager
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A5: EVALUATE/CERTIFY T&E

Evaluation occurs throughout the training and education life-cycle. The sum total of all T&E management actions must constantly be evaluated for merit and worth. Individual and unit performance are evaluated against established standards evolved from doctrine and experience. Evaluation addresses more than instructor techniques and management procedures. It addresses the sum total of leader tasks, drills, teamwork, and Marine skills performed within the framework of the collective mission or task. The evaluation process is only as effective as the feedback and its subsequent use in improving training and education.

FILE NAME: G1 .IDD	PROJECT: MCTRSS	REV DATE: 04/25/94	DRAFT
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NODE: A51	TITLE: Validate/ Evaluate T&E Management	VIEWPOINT: T&E Program Manager
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A51: Validate/Evaluate T&E Management

Evaluation is a continuous process at all echelons. Commanders constantly evaluate planning and resource actions to ensure they are mission-oriented and that they build toward combat readiness. Higher headquarters evaluate their own planning and resource actions, as well as those of subordinate units, to make sure they are mutually supporting. Leaders at all echelons evaluate leader and individual training performance and provide feedback to the chain of command, trainers, and those being trained. They also evaluate how well trainers instruct others. The Inspector General of the Marine Corps conducts periodic inspections of training management throughout the Corps. Formal schools and training centers management policy is provided in the Marine Corps order titled, "Management of Marine Corps Formal Schools and Training Centers".

A511 Document/Validate Training Management

Training management should be a *top down* process which starts with the Commandant. The principle ingredient is motivation and all Marines, from the highest level managers to the trainers own stock in the training management process. Validating T&E Policy, Guidance, Goals and Objectives and providing feedback to the appropriate command/management levels is a very important element of the evaluation/certification process. Training management is documented/evaluated using statistical data which can be analyzed in a systematic, structured process. The statistical data is submitted to CG, MCCDC via Record of Proceedings of Course Content Review Boards, subject matter experts, Marine Corps Lessons Learned and USMC Instructional Feedback Forms.

A512 Evaluate Value/Merit/Worth of Policy, Plans, Programs, Standards

An instructional program is effective when it allows mastery of learning objectives that are based on Individual and Collective Training Standards, and efficient when it meets instructional objectives by making the best use of resources (e.g. personnel, time, money supplies). Personnel evaluating training and education must be familiar with the types of evaluation, the focus of a evaluation, the instruments used in evaluation, evaluation instrument parameters and the steps for planning and conducting an evaluation.

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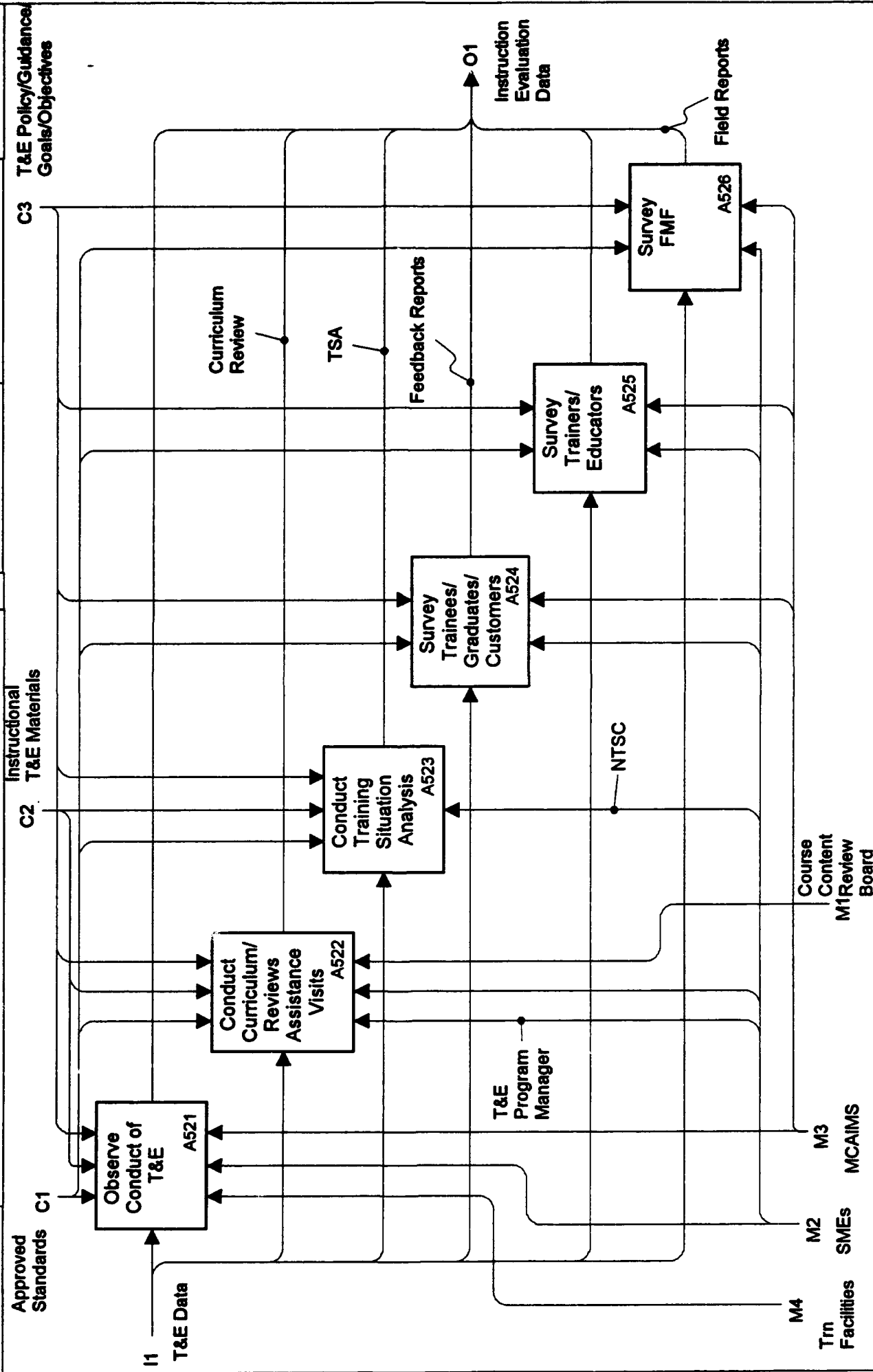
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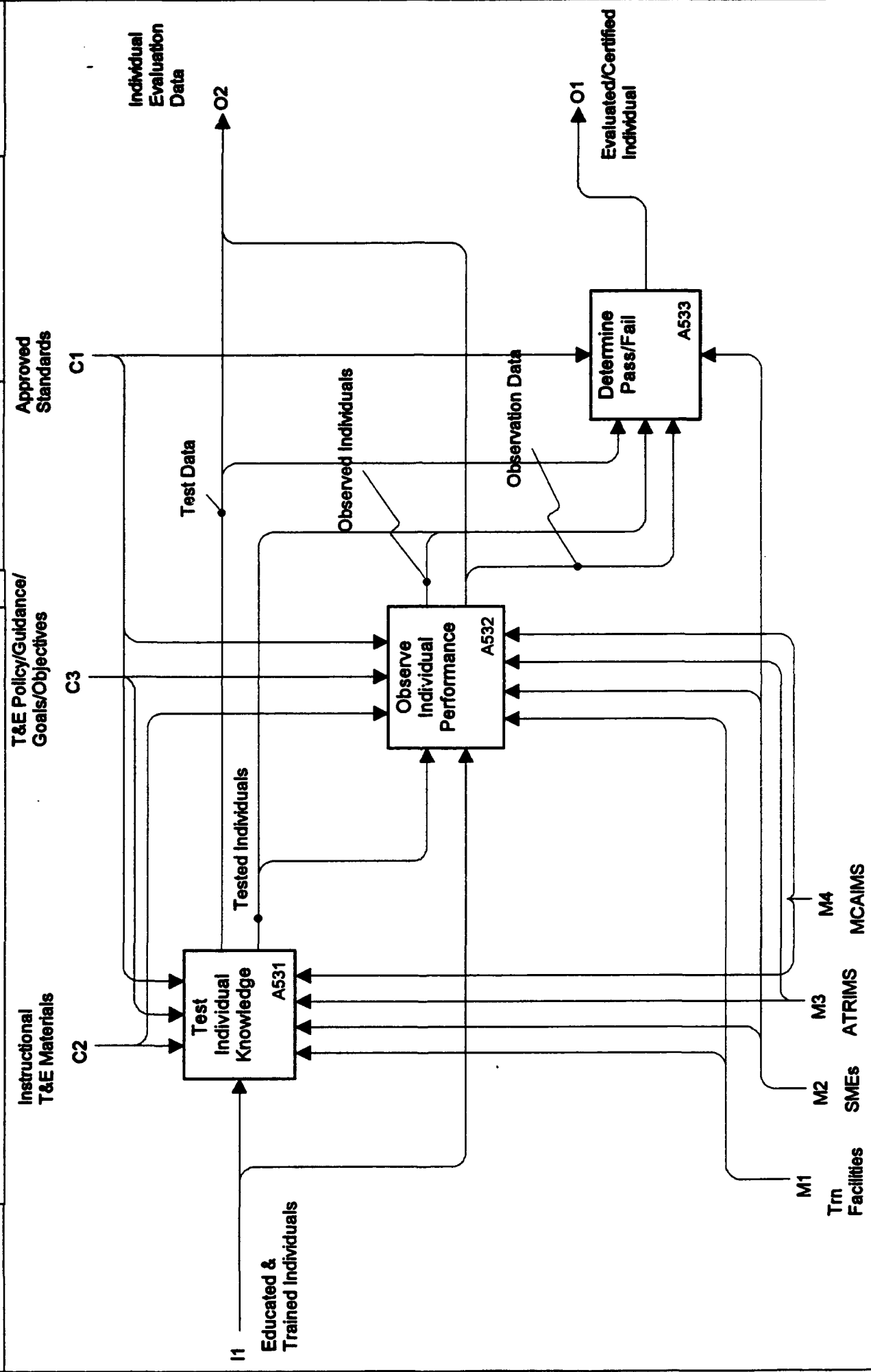


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NODE: A52	TITLE: Evaluate Conduct of Training	VIEWPOINT: T&E Program Manager
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NODE: A53	TITLE: Evaluate/Certify Individuals	VIEWPOINT: T&E Program Manager
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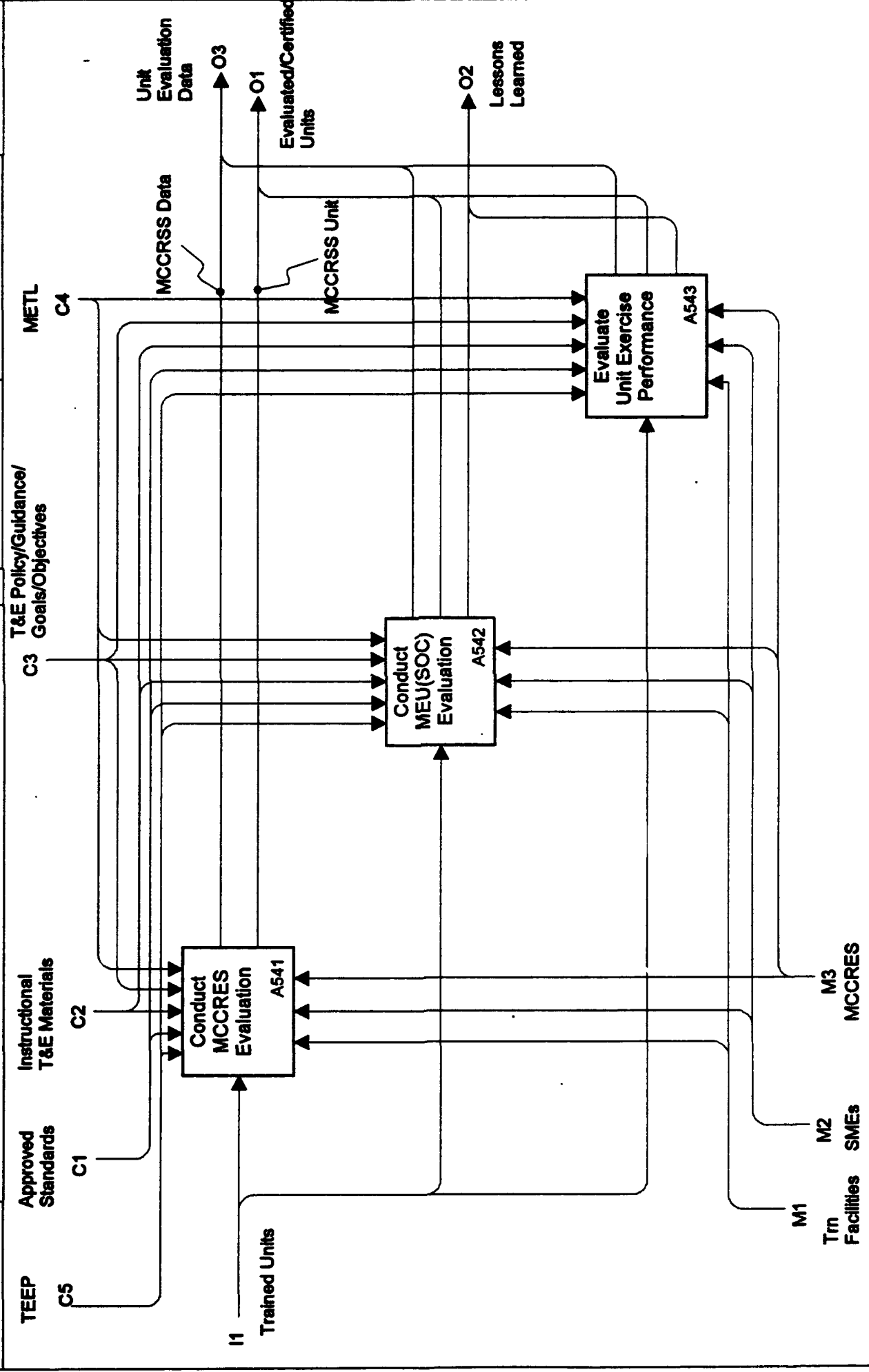
A52: Evaluate Conduct of Training

The purpose of training evaluation is to determine the effectiveness and efficiency of an instructional program. Effectiveness refers to the degree to which students are meeting the learning objectives. Efficiency is concerned with how well instructional personnel (i.e. instructional developers, instructors, evaluators) used available resources (e.g. time, personnel, facilities, equipment). Results provide the basis for revision of the instructional program, if necessary. In addition to the instructional program, an evaluation can focus on and assess student performance, instructor performance, course materials, instructional environment or a combination of these variables.

A53: Evaluate/Certify Individuals

Individuals are certified after successful completion of a formal course of instruction which qualifies them to perform a specific task such as instructor, parachutist, scuba diver, etc. Testing differs from evaluations. A test measures proficiency against established MCCRES or ITSS standards. However, it results in a pass-fail rating. During a test, individuals and units strive to meet established standards without deviating from a prescribed process by experimenting or trying innovative techniques.

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VIEWPOINT:		
T&E Program Manager		
Evaluate/ Certify Units	TITLE:	
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A54: Evaluate/Certify Units

Once units have trained to a required level of proficiency, they must sustain it. To sustain proficiency, commanders must continuously evaluate performance and design training programs to correct weaknesses and to reinforce strengths. Commanders who design their training programs merely to peak for one or two key events during the year do so at great risk since war may begin without warning.

A541 Conduct MCCRES Evaluation

The MCCRES is an overall program that allows for multiechelon and individual training to develop and to sustain mission proficiency. It is not an event but, rather, the key to sustaining a high level of proficiency. The MCCRES is the continuous process of training, evaluating results, analyzing the feed-back, and training again to strengthen weak areas. MCCRES was developed to provide timely and accurate determination of the combat readiness of FMF units. Formal MCCRES evaluations are designed to provide CMC with a readiness assessment of a unit's ability to perform the tasks contained within its METL.

The Government Accounting Office (GAO) is conducting an evaluation of DoD readiness reporting with primary emphasis on improving the Status of Resources and Training (SORTS) reporting system. FMF units were asked to respond to various questions concerning readiness reporting and identify the most useful indicators of readiness. As a readiness reporting system, FMF organizations noted several problems with the MCCRES. These problems focused on application, enforcement, objectivity, and in the frequency of data collection.

A542 Conduct MEU(SOC) Evaluation

The SOC certification process starts with the evaluation of the MEU/ARG. The joint evaluation is conducted by MARFORPAC/LANT and 3rd/2nd Fleet Commander. The MEU/ARG must successfully compete land and sea missions, typically to include in- extremis hostage rescue, non-combatant evacuation operations, boat raid and tactical recovery of downed aircrew. Upon successful completion of the evaluation recommendation for SOC certification are forwarded to CINCPAC/LANT. CINCPAC/LANT is the certification authority.

A543 Evaluate Unit Exercise Performance

Unit exercises are evaluated using the Mission Performance Standards of MCCRES. Exercise After Action Reports (AARs) cover both the strengths and weaknesses associated with:

- Tactics
- Combined arms deployment
- Command and control
- Communications
- Survivability
- Personnel and logistics support

AARs highlight lessons learned and are a major source of data for the Marine Corps Lessons Learned system. Training readiness data is captured in the AAR by restating the applicable training standards, discussing all events and how they related to bring out the teaching points, and a recommendation for subsequent training to correct weaknesses and sustain strengths.

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<pre> graph TD subgraph Inputs I1[Instruction Evaluation Data] I2[Individual Evaluation Data] I3[Lessons Learned] I4[Unit Evaluation Data] I5[T&E Data] end subgraph Processing A551[Collate Evaluation/ T&E Data A551] A552[Document T&E Deficiencies A552] A553[Develop T&E Issues A553] end subgraph Standards C1[Approved Standards] C2[T&E Policy/Guidance/ Goals/Objectives] C3[METL] C4[Requirements & Guidance] C5[Doctrine] end subgraph Outputs O1[T&E Issues] O2[Reports] end I1 --> A551 I2 --> A551 I3 --> A551 I4 --> A551 I5 --> A551 A551 --> A552 A551 --> A553 A552 --> A553 A553 --> O1 A553 --> O2 C1 --> A551 C2 --> A552 C3 --> A552 C4 --> A551 C5 --> A552 </pre>									
I1 Instruction Evaluation Data I3 Lessons Learned I4 Unit Evaluation Data I2 Individual Evaluation Data I5 T&E Data		Approved Standards C1 T&E Policy/Guidance/ Goals/Objectives C2 METL C3 Doctrine C5		Requirements & Guidance C4 Collate Evaluation/ T&E Data A551 Document T&E Deficiencies A552 Develop T&E Issues A553		T&E Deficiencies T&E Issues Reports		Assessment Data O1 O2	
M3 MCAMS M4 MCLLS M2 MCCRES M1 SMEs		M7 SORTS M5 MCCRESA M6 SAMS		M1 M2 M3 M4 M5 M6		M1 M2 M3 M4 M5 M6		M1 M2 M3 M4 M5 M6	
NODE: A55		TITLE:		Analyze & Interpret Data		VIEWPOINT: T&E Program Manager		T&E Program Manager	

A55: Analyze and Interpret Data

By analyzing and interpreting data, the training program manager is able to produce conclusions, judgements and recommendations as to whether or not the training and education process is efficient and effective in meeting its mission. Efficiency and effectiveness are indicators of training readiness. Appendix C lists over 40 sources of data that contain information relating to the efficiency and effectiveness of the training and education process.

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Appendix A
ICOM Definitions

APPENDIX A

ICOM DEFINITIONS

AC MOS ITS: Aviation Combat MOS Individual Training Standard. Air Combat Element ITSs define the measures of performance that are to be used in diagnosing individual performance and evaluating instruction for officers and enlisted Marines in aviation MOSs.

AC Unit MPS: Air Combat Unit Mission Performance Standards. AC Unit MPSs are criteria that specify mission and functional area unit proficiency standards for aviation combat, support and combat service support units.

Admin Support: All support not directly involved in the actual training and educating of individuals and units.

Aircrew Standards: Aircrew as defined in the T&R Manual is a collective term which applies to all categories of personnel in a flight status either as crew or noncrew members. Proficiency, as defined in the T&R Manual, is a measure of achievement of a specific skill by an individual. Collective training standards are explained in the T&R Manual as training that the squadron/battalion as an entity must complete to certain minimum standards and levels of proficiency to enable mission completion.

AIS: Automated Information Systems.

Apportionment: The determination and assignment of the total obligation authority (TOA) by percentage.

Approved POM: The Marine Corps Program Objective Memorandum (POM) that has been reviewed and approved by the Secretary of Defense.

Approved T&E issues: Any T&E issue that has been approved by an individual empowered with approval authority.

Approved T&E Needs: A perceived training and/or education need that has been analyzed by the Training and Education Division, MCCDC, determined to be a "real" need and validated for further analysis to determine intervention alternatives.

Approved Standards: Any Standard that has been approved by an individual empowered with approval authority.

Assessment Data: Data with training and education application produced as a result of collating and analyzing Evaluation Data.

Assist Visit Data: Information obtained as a result of visits to units or organizations by higher headquarters to determine the validity of a unit's reported status, gauge preparedness to deploy/employ rapidly and/or detect trends impacting readiness. Examples are Inspector General of the Marine Corps (IGMC) Readiness Assistance Team and Field Supply Maintenance Analysis Office (FSMAO) Evaluations. The IGMC identifies and analyzes factors which may inhibit or reduce readiness of Marine forces and coordinates necessary corrective action. FSMAO identifies and assists in the resolution of discrepancies/problems by recommending corrective action such as incorporation of training, clarification or misinterpretations and providing guidance.

ATRIMS: Aviation Training and Readiness Information Management System. ATRIMS is a special purpose training management tool that automates the management of the T&R syllabi. ATRIMS is based on the aircrew training syllabi contained in the Aviation Training Readiness Manual. It can be used to analyze aircrew syllabi effectiveness, to evaluate aircrew performance and to project the most efficient use of training flight hours at the lowest command levels.

ATRRS: Automated Training Requirements and Resources System. ATRRS is an automated system that contains information on Marines trained in Army schools.

Attrited Individuals: Individuals who fail to meet the requirements of a formal course of instruction and are dropped from a training track. These individuals may be reassigned to a more appropriate training track.

ATSS: Aviation Training Support System. ATSS is a Navy system that enables aviation training program managers to author, edit, review and update training materials on-line, to monitor the scheduling of aviation-related training resources, and to merge training resource and production data to produce significant measures of training performance.

Authorization: Congressional action authorizing the expenditure of funds.

Available Resources: Resources currently available for the conduct of training (includes training support and training facilities).

Aviation Maintenance Standards: Individual Training Standards for aviation maintenance personnel that are promulgated in the MATMEP.

AWS/CCSC/CLS: Amphibious Warfare School/Command and Control Systems Course/Career Level School. Career level professional military education designated to educate company-grade officers. This level of officer education reinforces service values, develops warfighting skills, enhances leadership and decision-making ability and improves management and communications skills.

Basic Trained Officers: Officers who have successfully completed instruction at The Basic School.

Basic Marine: A person who has enlisted in the Marine Corps and has successfully completed recruit training at one of the two Marine Corps Recruit Depots.

BNA: By Name Assignment. BNA is an automated manpower system that assigns individuals to schools and tracks them through to school completion.

Budget Execution Data: Prior year(s) actual expenditures.

Budget Issues: Issues that are developed during budget preparation or during budget execution that must be resolved outside the T&E resource development process. Resolution may or may not involve the infusion or re-allocation of resources.

Capability Review Data: Information obtained during the Combat Development Capability Review System process as implementing actions required to satisfy a capability deficiency in training.

Capstone/JFOWC/GOL: Capstone/Joint Flag Officer Warfighting Course/General Officer Level School. General Officer-level education that is joint in nature and focuses on theater-level joint and combined operations and on the highest levels of strategy integrating the components of national power to achieve national objectives.

CAX: Combined Arms Exercise. An exercise conducted at the Marine Corps Air-Ground Combat Center, Twentynine Palms, California, which focuses on the maneuver battalion and emphasizes coordination of supporting arms and execution with live fire.

CCRBs: Course Content Review Boards. A board convened at least annually by formal schools/training centers to record information and make recommendations to improve the effectiveness and efficiency of an instructional program.

CFX: Command Field Exercise. The CFX is a field training exercise (FTX) with reduced combat unit and vehicle density, but with full command and control, combat support and combat service support involvement.

CODAP 80: Comprehensive Occupational Data Analysis Program. A program to objectively describe the OccField structure in terms of actual task performance.

COE: Concept of Employment. A detailed concept for equipment operations.

Commanders: Individuals in a military command position/billet.

CPX/FCX: Command Post Exercise/Fire Coordination Exercise.

CPX: Command Post Exercises are medium-cost, medium-overhead training exercises that may be conducted in garrison or in the field. In garrison, CPX's are normally expanded to include map exercise using tactical communication systems and personnel in a command post environment. Successful CPX's are conducted under battlefield conditions. To validate staff and unit procedures, tactical exercises integrate nuclear and chemical weapons employment; NBC warning and reporting; reconnaissance; and smoke operations.

CS & CSS Unit MPS: Combat Service and Combat Service Support Unit Mission Performance Standard. CS & CSS Unit MPSs are criteria that specify mission and functional area unit proficiency standards for combat service support units.

CS & CSS MOS ITS: Combat Service and Combat Service Support MOS Individual Training Standard defines the measures of performance that are to be used in diagnosing individual performance and

evaluation instruction for officers and enlisted Marines in combat service and combat service support MOSs.

CSC/SAW/ILS: Marine Corps Command and Staff College/Marine Corps School of Advanced Warfighting/Intermediate Level School. Professional Military Education designed to educate junior field grade officers at the intermediate-level which focuses on the tactical employment of larger units at the operational level of war. It is also the principle level of learning "jointness." Emphasis changes from skill training to the development of an officer's analytic capabilities and creative thought processes.

Current Capability Value: A value for the level of current capability assigned to each capability set within the mission area.

Curriculum Review: Evaluation of all instruction conducted within a school to included outlined specific topics and learning objectives.

Delivery System: The instructional method and media used to present the instruction.

Disbursements: Funds disbursed (obligated and spent) to execute T&E programs.

Doctrine: The fundamental principles by which the military forces guide their actions in support of national objectives.

Draft T&ENS: Draft Training and Education Needs Statement. A statement that defines a perceived training development process. Also see T&E Needs below.

Drills: Battle/tactical exercises designed to prepare a unit or team to perform a tactical technique or procedure through progressive repetition. They are used, principally, to train small units to perform tasks requiring a high degree of teamwork, such as fire and maneuver actions in danger areas, and counter-ambush techniques.

ECP: Enlisted Commissioning Program. A program through which enlisted Marines with proven qualifications can be trained and evaluated for commissioning as an officer. The Marine Corps Enlisted Commissioning and Education Program (MECEP) is included in this definition.

Educated & Trained Individuals & Units: Personnel and units that have been educated or trained at any level in the T&E process.

Equipment Funding Status: A determination of all resources programmed and or budgeted for T&E equipment by fiscal year.

Equipment Issues: Training equipment issues developed during the planning process that must be resolved outside the T&E resource development process. Resolution may or may not involve the infusion or re-allocation of resources.

Evaluated/Certified Units: Units that have been evaluated and/or certified such as a Marine Expeditionary Unit (Special Operations Capable) (MEU(SOC)). A MEU(SOC) is a Marine Air-Ground Task Force (MAGTF) which is normally organized around a Battalion Landing Team, Reinforced Helicopter Squadron and Logistic Support Unit. The MEU(SOC) has enhanced training and the addition of specialized equipment to allow the MAGTF to execute the full range of missions, conventional and selected military operation assigned by the CINC, Fleet or Joint Task Force Commander.

Evaluated/Certified Units & Individuals: Units and/or Individuals that have been evaluated and/or certified.

Execution Assessment: A determination of the ability to fully execute (expend funds) for a T&E program based on actual expenditures/obligations during the current fiscal year to date.

Exercise/Drill Plan: A plan for conducting exercises and/or drills.

FCX: Fire Coordination Exercises are medium-cost, reduced-scale exercises conducted to exercise the command and control skills of the leadership of the unit through the integration of all organic weapons systems, as well as indirect and supporting fires.

Feedback Reports: Reports from the FMF that identify strengths and/or weaknesses regarding training and education.

Field Reports: Reports from the FMF that identify strengths and/or weaknesses regarding training and education.

Financial Managers: Individuals assigned to a financial management billet/position who have the responsibility for resourcing T&E programs.

FMF Publications: Fleet Marine Force Publications that contain doctrine, tactics, techniques and procedures for warfare operations peculiar to the needs of the Marine Corps.

FONS: Fleet Operational Need Statements. FONS are direct inputs from the FMF which normally address equipment shortfalls. They create requirements not otherwise identified in MCLLS, MAA or the MCMP.

FTX: Fleet Training Exercises; Exercises conducted under simulated combat conditions in which troops and armament of one side are actually present. Forces or equipment of the opposition may be either imagined or partially or fully present.

Funding Documents: Financial documents that identify the source of funds and authorize their expenditure.

GC Unit MPS: Ground Combat Unit Mission Performance Standard, GC Unit MPSs are criteria that specify mission and functional area unit proficiency standards for ground units.

GC MOS ITS: Ground Combat MOS Individual Training Standard. GC MOS ITSs define the measures of performance that are to be used in diagnosing individual performance and evaluation instruction for officers and enlisted Marines in ground MOSs.

Hardman/MPT Data: Manpower, personnel and training requirement estimates developed throughout the acquisition process.

HQF: Headquarters Master File. The HQF is the Marine Corps' automated personnel data base which contains some training data on individual Marines.

Individual & Unit Training Reports: Information pertaining to individual and unit training that describes how evaluations were conducted, what happened and recommendations for change. The results of collective training are normally reported in after action reports. Individual training results are reported

to higher headquarters and may include what tasks individuals failed to train to standards. Selected items of individual training are reported electronically and used in the Manpower Management System.

Individual Evaluation Data: Data with training and education application collected as a result of testing, observation surveys, etc. concerning individuals to determine worth, merit or value of a training/education program.

Individual Training Standards System: A document that provides guidelines relating to tasks that individual Marines should be able to do within a given grade for a particular MOS or a particular billet requirement. The ITSS provides common training standards (tasks, conditions, standards) for all Marines within a given occupational field, specific training standards for all Marines in a given MOS by grade, an optimal list of training references, training support ammunition requirements and correspondence courses to support the training standards, and a way to evaluate the training.

Individuals: All personnel requiring training or education at any level. Includes: Inductees, Recruits, Officer Candidates, Civilians, other Service Personnel, Foreign Service Personnel and Trained Personnel requiring follow-on training/re-training/other training/skill conversion training.

Individuals w/AC MOS: All of the officer and enlisted Marines with Aviation Military Occupational Specialties in support of the Air Combat Element of a MAGTF.

Individuals w/CS & CSS MOS: All of the officer and enlisted Marines with Combat Support and Combat Service Support Military Occupational Specialties in support of the Combat Service Support Element of a MAGTF.

Individuals w/GC MOS: All of the officer and enlisted Marines with Ground Military Occupational Specialties in support of the Ground Combat Element of a MAGTF.

Individuals w/other MOS: All of the officer and enlisted Marines in a MAGTF with military occupational specialties that are not included in the definitions for individuals with AC, CS & CSS or GC MOSs.

Inst/Stu Situation: Instructor/Student Situation. Situations caused by influences external to the classroom or field that impact training and require resolution. These include personal problems, tempo of operations, skill/leader shortages, equal opportunity, discipline, billeting, etc.

Instruction Evaluation Data: Information obtained after an instructional program is developed that provides judgements about a program's value, worth or merit and leads to decisions concerning program continuation, extension or termination.

Instructional T&E Materials: All materials produced by the T&E process to conduct training and education (i.e. curricula, plans, Job Aids, instructor/student guides, training schedules, etc.).

Instructional Setting: The location and physical characteristics of the area in which instruction takes place.

Integrated Capability Assessment: That phase of the Concept Based Requirements System that results in combat related requirements that dictate training and education solutions that are reached after considering the impact on doctrine, organization, equipment, facilities and support.

Integrated T&E Issues: T&E Issues that have been coordinated/staffed with appropriate individuals/organizations.

Intervention Alternatives: A set of potential "solutions" or plans to correct a "real" training and education need. They may consist of the purchase of new equipment, of providing additional training, of altering the present methods of training or any other viable means of correcting the deficiency.

IS Documents: Information Systems documentation to include Functional Descriptions, Operating Manuals, Specifications, Maintenance Manuals, Implementation Plans, etc.

ITS: Individual Training Standard. Criteria for job performance used to determine who can and cannot perform satisfactorily. They constitute the basis for design, development, implementation and evaluation of all individual training conducted in units and institutions. They are designed to be used by the commander to determine proficiency, evaluate individual training, and maintain quality control.

Job Performance Aids: Step-by-step action oriented procedures containing all the information needed for satisfactory completion of specific job tasks or job steps.

Job Task Inventory: A task list compiled using behavioral defined action statements, each of which describes a single task performed by a billet incumbent in the survey area under study.

Joint/Service/Int./Civilian Schools: School at which Marines and civil servants working with the Marine Corps are trained.

JTX: Joint Training Exercise. Training involving two or more services of the U.S. Armed Forces.

JUMPS/MMS: Joint Uniform Military Pay System/Military Manpower System. Automated pay and manpower system.

Learning Objectives: A statement of the behavior or performance expected of a student as a result of a learning experience, expressed in terms of the behavior, the conditions under which it is to be exhibited, and the standards to which it will be performed.

Lessons Learned: Procedures developed to "work around" deficiencies in doctrine, organization, training and education, and equipment.

LFX: Live Fire Exercise.

MA 60 Assessment: Mission Area 60 (Training Equipment) Assessment.

MAGTF Mission: Marine Air Ground Task Force task, together with the purpose, that clearly indicates the action to be taken and the reason for taking it.

Maintained Records: Training and education-related records maintained on individuals and units.

MAMS: Military Airspace Manage System. MAMS is a networked computer database system used to schedule and manage airspace.

Manpower Issues: Training manpower issues developed during the planning process that must be resolved outside the T&E resource development process. Resolution may or may not involve the infusion or re-allocation of manpower.

Manpower Requirements: Manpower resources needed to support approved T&E programs.

MAPEX: Map Exercise. MAPEXs are low-cost, low-overhead training exercises that portray military situations on maps and overlays that may be supplement with or replaced by, terrain models and sand tables.

Marine Dev/Mod Sit: Developed or modified T&E support situations to include manpower, equipment and facilities needs.

Marine Officers/WO: Marine Officers and Warrant Officers duly sworn to support and defend the constitution of the United States, who have completed a formal commissioning program. A Warrant Officer is a former enlisted Marine who has been commissioned and serves in a restricted MOS.

MATMEP: Maintenance Training Management and Evaluation Program. A standardized, documentable, level progression, technical skills training management and evaluation program in Occfields 59, 60, 61, 63, 64, 65 and 70.

MBST/EST STDS: Marine Battle Skills Training Standards/Essential Skills Standards.

MCAIMS: Marine Corps Automated Information Management System. The Marine Corps standard system for school administration and instructional management.

MCCRES: Marine Corps Combat Readiness Evaluation System. A system designed to provide FMF commanders with a comprehensive set of mission performance standards from which training programs can be developed, and through which the efficiency and effectiveness of training can be evaluated.

MCCRESA: MCCRES software designed to provide an efficient training management tool for accurately assessing the units ability to perform the tasks contained in its mission essential task list.

MCCRES Data: Standardized input and feedback from all MCCRES exercises.

MCCRES Unit: A unit that has received a MCCRES evaluation.

MCLLS: Marine Corps Lessons Learned System. Provides capability to collect, process and disseminate lessons learned and related information from after-action reports. A responsive method for initiating action to correct deficiencies or shortfalls noted through the analysis of after-action reports in the areas of doctrine, organization, training and education, and equipment.

MCMP: Marine Corps Master Plan. The MCMP is a Total Force Plan that provides the foundation for mid-range combat development and for supporting establishment planning. It defines objectives and required capabilities to support the National Military Strategy (NMS) and meet global commitments. Support to other Services, Department of Defense, other U.S. government agencies, and U.S. allies appear where appropriate. The MCMP reflects the linkage between the Fleet Marine Forces (FMF) and the Supporting Establishment's effort to provide essential training and facilities, improve quality of life, and facilitate mobilization. It provides resource allocation guidance and direction to the Planning, Programming, and Budgeting System by articulating the Marine Corps' capabilities to be attained in doctrine organization, training and education, equipment, and facilities and support. The MCMP contains a section on training and education that includes mid-term training and education objectives. Also included are training and education implementing actions within each of the Marine Corps' twenty missions areas (recently changed to twelve mission areas) needed to achieve capabilities during the mid-range period. The Marine Corps' mid-term combat development capabilities are also prioritized in the MCMP.

MCSAM: Marine Corps Sorts Analysis Module. It is an automated tool used to revise, correlate and analyze SORTS data.

MCWAR/TLS: Marine Corps War College/Top Level School. A formal PME School designed to educate senior field grade officers in the nature of, preparation for and conduct of war. MCWAR prepares officers to assume senior positions of increasingly complex responsibility associated with the application of Maritime expeditionary warfare, MAGTF operation, joint and combined warfare concepts, national military strategy, the elements of national power and national strategy. Also referred to as Senior Level School.

MECEP: The Marine Corps Enlisted Commissioning and Education Program. A Marine Corps enlisted commissioning program that offers candidates a college degree and commission as a second lieutenant.

Media: A specific technique or means of expression as determined by the creative methods employed.

METL: Mission Essential Task List. Tasks that are essential to accomplishing the organization's combat mission.

MILCON Assessment: A determination of the ability to fully execute current and proposed military construction support to training and education based on expenditures/obligations during the current fiscal year to date.

MILCON Requirements: Military construction (facility) resources needed to support approved T&E programs.

MILCON Issues: Training facility construction issues developed during the planning process that must be resolved outside the T&E resource development process. Resolution may or may not involve the infusion or re-allocation of resources.

Mission Benefit: To assist in evaluating commanders' perception of mandated programs, all functional areas designated as legally or militarily mandated, under all categories of support, are assigned mission benefit ratings on a scale of 1 to 9. A "1" indicates no perceived benefit to achieving the mission with "9" indicating very strong mission benefit.

Model Manager: Personnel or units who test, evaluate and validate unit training management, policies and programs.

Modified Inst./Stu. Situation: An instructor/student situation involving matters external to the classroom or field training that has been changed.

MOJT: Managed On-the-job Training. MOJT is training conducted in the unit environment which utilizes a combination of formal classroom instruction and practical application where the primary instructor is also the unit leader of the trainee. Evaluation of the trainee is based upon the capability to demonstrate specific training standards.

MPS: Mission Performance Standards. A measure of collective performance. As a minimum, collective training standards consist of a task, the condition under which the task is to be performed, and the evaluation criteria which will be used to verify that the task has been performed to a satisfactory level.

MSTP: MAGTF Staff Training Program. MSTP facilitates senior-level staff training; MEF, Component and MSCs. It serves as the MCCDC link to the FMF for the combat development process; provides instruction for MEF-level operations at MCU schools; and assists the FMF in CINC-level wargames.

MTT: Mobile Training Team. A team of instructor personnel with a self-training capability in a particular skill.

NATOPS: Naval Air Training and Operating Procedures Standardization Program. NATOPS standardized ground and flight procedures, but does not include tactical doctrine. It is a positive approach toward improving combat readiness and achieving a substantial reduction in the aircraft accident rate.

NAVFLIRS: Naval Flight Record Subsystem. NAVFLIRS is an automated data base which contains all data elements required to manage Navy/Marine Corps aviation assets. It can record specific training tasks.

NITRAS: Navy Integrated Training Resource and Administrative System. NITRAS is an automated training management system that contains records of Marines training in Navy schools.

Non T&E Needs: Deficiencies that can be corrected by methods other than by education or training. A perceived T&E need may not require development of new skills or application of additional T&E resources. The need may be solved by changes in non-T&E policies and procedures or other factors outside the T&E process.

NROTC: Naval Reserve Officers Training Corps. A commissioning program for Navy and Marine Corps Officers conducted at selected universities and colleges.

NTSC: Naval Training Support Center.

O&M Assessment: A determination of the ability to fully execute (expend) operations and maintenance funds for T&E programs based on actual expenditures/obligations during the current fiscal year to date.

O&M Issues: Training operations and maintenance issues developed during the planning process that must be resolved outside the T&E resource development process. Resolution may or may not involve the infusion or re-allocation of resources.

O&M Requirements: Operations and Maintenance resources needed to support approved T&E programs.

Observation Data: Data collected as a result of observing individual performance.

Observed Individual: Person who is performing a task.

OCC Field FEA: Occupational Field Front End Analysis. OCC Field FEA is made up of two elements; occupational analysis and training analysis. Occupation analysis determines what jobs are actually being performed in the Marine Corps and then compares those jobs to previously published MOS descriptions, occupational field structures and training standards. It compares what is actually being done in the field to doctrine to provide effective allocation of resources. Training analysis determines which of the tasks identified during the occupational analysis should be learned. This determination is made after a review of doctrine and resources available for training.

OCCField Sponsor Requirements: OCCFIELD sponsor input to the Training Input Plan.

Other Service Requirements: Other Services' input to the Training input Plan.

Other MOS ITS: Individual training standards developed for military occupational specialties other than those in the air, ground, combat support and combat service support areas.

Other MPS: Mission performance standards developed for other than air, ground, combat support and combat service support units.

Other than PRI MOS Rqmts: Non-primary MOS input to the Training Input Plan.

PC/Lotus: Personal Computer w/Lotus spreadsheet application.

PLC: Platoon Leaders Class. A Marine Corps Commissioning Program designed to evaluate and screen officer candidates and to introduce them to military life which is offered to college students and conducted during summer breaks from college.

POI/CDD: Program of Instruction/Course Descriptive Data. POI is a training management document that describes a formal course in terms of structure, delivery systems, length, intended learning outcomes and evaluation procedures. CDD provide the justification and documentation for development or refinement of formal programs of instruction taught at Marine Corps Training and Education institutions.

Preliminary TIP: Draft Training Input Plan that is staffed for concurrence or recommended modification.

Previous POM Data: Data from the previous POM which will show which T&E programs were approved for implementation and submitted for budget preparation.

Prioritized Requirement: A discrepancy between desired and actual mission/duty performance due to lack of, ineffective or inadequate training or education that has been evaluated and weighted against other discrepancies.

Prioritized T&E Programs: A selected intervention to a discrepancy between desired and actual mission/duty performance due to lack of, ineffective or inadequate training or education that has been evaluated and weighted against other T&E programs.

Reports: All documents with training and education application concerning the current or future status of Marine Corps Training and Education (i.e. MMTR, T&E POM Inputs, T&E input to manpower planning and acquisition, etc.).

Required Tasks: Tasks required to accomplish jobs and missions.

Requirements & Guidance: Any requirement or guidance with training and education application developed outside the training and education process (i.e. missions, capability objectives, Marine Corps Master Plan, U.S. Code, DoD Directives, etc.).

Reserve PRI MOS Requirements: MARRESFOR input to the Training Input Plan.

RFMSS: Range Facility Management Support System. RFMSS is a networked computer database system that assists in the scheduling and management of ground ranges and airspace.

SABRS: Standard Accounting, Budget, and Reporting System. The Marine Corps' accounting system. Produces budget execution reports.

SAMS: SORTS Analysis Module. The Marine Corps SORTS Analysis Module is an automated tool used to revise, correlate and analyze SORTS data.

SAT Guide: Systems Approach to Training Guide. The SAT Guide serves as a primary source of information guidelines regarding instructional program development and management for Marine Corps formal Schools, training centers and formal courses of instruction collocated at other military service schools.

Schedules: A reference sheet that details the structure of a course, breaking it down by instructional hour and instructional day. It may include instructional days, scheduled breaks, administrative hours, required equipment and instructors.

School House Changes: School House input to the TIP which include physical and fiscal constraints.

Selected Intervention: The most viable intervention based on available resources and costs vs. expected benefit.

Self-Study: PME accomplished by Marines outside the formal classroom environment to broaden their professional foundation in warfighting. It includes the professional reading program, formal school prerequisite courses, nonresident programs and other self-study.

Seminar/Symposia: Professional Military Education Forums relevant to the profession of arms.

SEMP: Supporting Establishment Master Plan. The SEMP is the non-FMF complement of the Marine Corps Master Plan (MCMP). It is developed concurrently with the MCMP and defines the process by which Supporting Establishment programs and initiatives are identified and prioritized to support the Total Force. This process tailors Marine Corps capabilities to the specific needs of supported forces, Marines and their dependents. With operation force participation, force requirements are identified and prioritized

by installation and region. In the SEMP, Supporting Establishment goals and objectives are listed by functional area. Training and education is one of the functional areas.

Sequenced Learning Objectives: Learning objectives sequenced in the order in which they are to be taught.

SGTs Course & Staff NCO Academies: A PME course designed to enhance the experience, skill, knowledge, judgement and confidence of NCOs in the grade of sergeant. It presents the functional concepts of leadership and stresses the responsibilities of a Marine leader in combat and combat preparation. The mission of the Staff NCO Academy is to provide noncommissioned officers and staff noncommissioned officers with the requisite education and leadership training to enhance their professional qualifications in preparation for the assumption of duties of greater responsibility.

Simulation: Tasks performed using training devices that imitate actual equipment.

SME Experience Data: Information received from functional experts.

SMEs: Subject Matter Experts. Individuals who are recognized by Training and Education Managers as having sufficient education and/or experience in a particular area and are empowered to influence the training and education process.

SORTS: Status of Resources and Training System. SORTS is an internal management tool for use by the Chairman of the Joint Chiefs of Staff, services and combatant commands. It is the single, automated reporting system within the Department of Defense that functions as the central registry of all operational units of the U.S Armed Forces and certain foreign organizations. For specified registered units, SORTS indicates, at a selected point in time, the level of selected resources and training status required to undertake the mission(s) for which the unit was organized or designed.

SOTG: Special Operations Training Group. The SOTG is located within MARFORLANT and MARFORPAC. They conduct training for/certify Special Operations Capable Marine Expeditionary Units.

Standard: An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

Studies: Analysis and studies that have been undertaken by the Marine Corps or are directly related to the Marine Corps that provide information on the status, quality, efficiency and effectiveness of Marine Corps Training and Education programs. Examples are Mission Area Analyses (MAAs), GAO reports, IG reports, etc. Mission Area Analyses are a series of analyses in twenty mission areas to identify functions, tasks, measures of effectiveness; determine Marine Corps capability objectives; determine deficiencies in material support, doctrine, force structure and training; and identify opportunities to enhance Marine Corps capabilities.

STX: Staff Training Exercise. An STX allows commanders and their staffs to fight battles in diverse command post configurations under realistic combat conditions as smoothly functioning teams.

Support Category: One of four categories to define the level of support which O&M funds are providing. Categories I and II are "essential" and without support the MC will be unable to meet even the most fundamental requirements of the FMF and supporting establishment. Categories III and IV are "auxiliary" and provide either sustaining or enhancing capabilities to the first two categories.

T&E Budget: A plan for expending resources to support training and education programs.

T&E Budget Requirements: Execution year resources needed to support approved T&E programs.

T&E Committee: A group of individuals from the Training and Education Division, MCCDC who prioritize training and education program requirements and otherwise participate in the POM process.

T&E Concepts: General training and education notions, thoughts or understanding derived from specific instances or occurrences.

T&E Data: Technical information or any other information with education and training application developed outside Marine Corps training and education processes (i.e. civilian educational studies concerning new teaching method).

T&E Deficiencies: Performance discrepancies that indicate a need for a training/education solution.

T&E Issues: Any item with training and education application that requires approval or further staffing/analysis/evaluation.

T&E Program Managers: Individuals empowered and responsible for implementing training and education programs.

T&E Manpower Assessment: A determination of the ability to fully execute current and proposed military construction support to training and education based on expenditures/obligations during the current fiscal year to date.

T&E Materials: All materials produced by the T&E process to manage, conduct or evaluate training and education (i.e. instructional materials, curricula, plans, Job Performance Aids, Instructions, Orders, Directives, etc.)

T&E Needs: A deficiency that can be corrected by training or education usually documented in a Training and Education Needs Statement (T&ENS).

T&ENS: Training and Education Needs Statement. A T&ENS is a concise statement of a training or education deficiency that includes potential cause(s), potential solutions(s) and impact on nontraining areas. It describes in detail a discrepancy that exists between desired and actual mission/duty performance due to lack of, ineffective or inadequate training or education.

T&E Policy/Guidance/Goals & Objectives: Governing principles issued or developed by Commanders or T&E Managers that influence the management, conduct or evaluation of training and education.

T&E POM Data: Information concerning resources planned for training and education programs across all appropriation accounts for the planning period (FYDP).

T&E Schedule: A document which specifies subject to be taught, the number of hours to be devoted to each subject, and an outline of the general sequence of instruction. It should include: personnel to be taught; subjects to be taught; instructors for each subject; references; date, time and place of instruction; uniform and equipment; and administrative instructions.

T&E Support Requirements: Training Support and/or Training Facilities required to enable training and education.

T&R Manual: Aviation Training and Readiness Manual. The manual prescribes the number of flights/events, the tasks to be accomplished on each flight/event, and the refly factor for skill retention. The purpose of the manual is to standardize the aircrew and MACCS Personnel Training Syllabi of the Marine Corps and to specify performance requirements for flight and non-flight qualifications.

T/E: Table of Equipment: A list of the equipment authorized for a unit or organization.

T/O: Table of Organization. The personnel structure (total requirement) for a unit or organization.

Target Population: A general description of the target population. Establishes administrative, physical and academic prerequisites that students should possess to be assigned to a formal school of instruction.

Taskmaster: A PC application that formats Individual Training Standards.

TBS: The Basic School. A primary-level course attended by all second lieutenants and newly-commissioned warrant officers after commissioning. The course is designed to lay the foundation of officerhood prior to initial MOS training and assignment to the FMF.

TEEP: Training Employment and Exercise Plan. A long-range planning schedule, normally eighteen months, that is continually updated and projects training events and other events that impact training. The TEEP is distributed to subordinate echelons along with sufficient guidance to allow preparation of mid-range plans.

Test Data: Student performance results, either from written tests or performance tests, that must be analyzed and interpreted to determine if students mastered the learning objectives required for successful performance on the job.

Test Item: Methods for measuring student performance.

Tested Individuals: Individuals who have been given either written or performance tests.

TEWT: Tactical Exercise Without Troops. TEWTs are low-cost, low-overhead exercises conducted in the field on actual terrain suitable for training units for specific missions. Using few support troops, TEWTs are used by commanders to train subordinate leaders and battle staffs.

TIP: Training Input Plan is the formal school planning document. The TIP identifies the number of Marines, by student type and MOS, to be trained under HQMC control. Major considerations are occupational field sponsor requirements, primary MOS requirements, other than primary MOS requirements, and other Service requirements.

TIP Data Call: The Training Input Plan Data Call solicits input to the TIP.

TOA: Total Obligational Authority. The sum of all direct budget authority granted (or requested) from the Congress in a given year, amounts authorized to be credited to a specific fund, and unobligated balances of budget authority from previous years which remain available for obligation.

TQM: Training Quota Memorandum. The Training Quota Memorandum is the formal school scheduling and funding document. It is an execution order that schedules and assigns quotas for each course of instruction. The TQM is an input to the By Name Assignment (BNA) system which assigns individual Marines to specific courses of instruction.

Trained Units: Any unit that has received training.

Training Equipment Requirements: A deficiency that exists between desired and actual mission/duty performance due to lack of, ineffective or inadequate training equipment.

Training Facilities: Permanent or semi-permanent government, military, or contractor real property used for the purpose of supporting or conducting training.

Training Plans: A training document that outlines the general plan for the conduct of individual and collective training in an organization for specified periods of time.

Training Status: A point in time of the training life cycle of a unit or individual.

Training Support: All non-facility resources to support the management, conduct and evaluation of training and education (i.e. training personnel, support personnel, equipment, consumables, devices, simulators, etc.)

TRRMS: Training Requirements and Resource Management System. TRRMS supports data requirements in five areas. First, provides for the collection, compilation and dissemination of training requirements. Second, provides for the development and dissemination of Training Quota Memorandum. Third, provides management information to action officers, e.g. to monitor the effectiveness of training execution. Fourth, identifies the costs of training. Finally, provides budget formulation and execution data for T&E Division training budgets. TRRMS interfaces with ATTARS (Army), BNA, NITRAS (Navy) and TM (USAF). Excessive time awaiting training can be identified through the information provided by TRRMS. The system will maintain historical training statistics to provide correcting feedback.

TSA: Training Situation Analysis. TSA compares the organization's current level of training proficiency with the desired level of combat proficiency using individual and mission performance standards as measures of performance.

Unit Evaluation Data: The sum of training and education data gathered on individual and collective proficiency within a unit to determine worth, merit or value of a training/education program.

Units: Military elements whose structure is prescribed by competent authority, such as a table of organization and equipment: specifically, part of an organization.

Unit Training Situations: The sum of missions, priorities, evaluations and external influences that affect training as described in the five phases of the systems approach to training (analyze, design, develop, implement, evaluate).

USNA: United States Naval Academy. An evaluation and screening course that may result in a college degree and commissioning as a second lieutenant in the Marine Corps.

Value Added Capability: The added contribution of new training equipment to a particular capability set within the MA 60 mission area.